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History of education in West Virginia.



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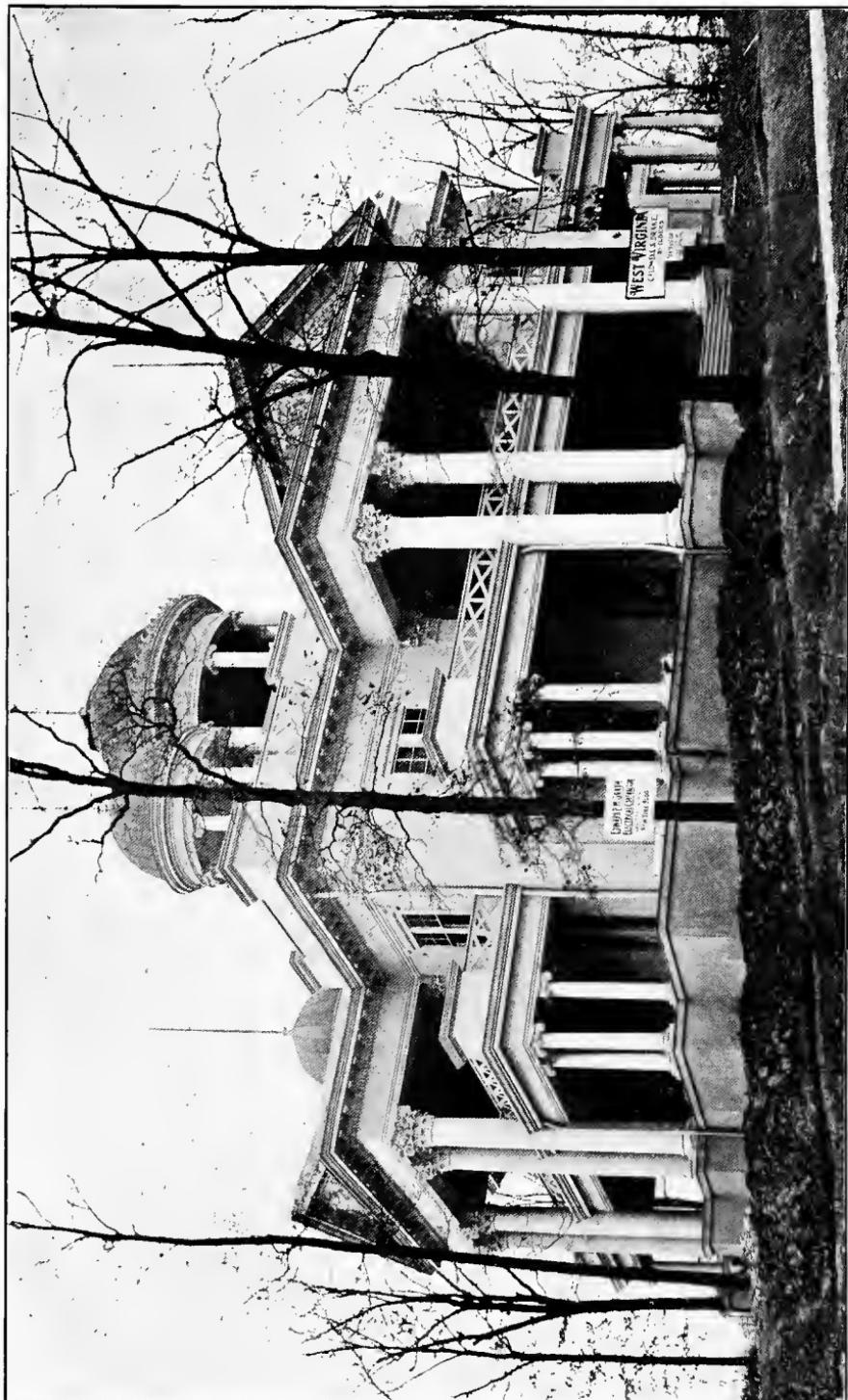
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WEST VIRGINIA BUILDING, LOUISIANA PURCHASE EXPOSITION, ST. LOUIS, 1904

HISTORY OF EDUCATION

IN

WEST VIRGINIA

PREPARED UNDER THE DIRECTION OF THE
STATE SUPERINTENDENT OF FREE SCHOOLS

1904



CHARLESTON:
THE TRIBUNE PRINTING COMPANY,
1904

PREFACE

In that splendid address delivered at Buffalo only the day before his assassination, President McKinley said that expositions are the time-keepers of progress. This is true in many ways with reference to the development and advancement of West Virginia. In 1876 there was distributed at the Centennial Exhibition at Philadelphia a book entitled "The Resources of West Virginia," which first called the attention of the world to our vast material wealth, and to the other great possibilities within our borders. Then in 1893 a similar work called "The Mountain State" was prepared for the World's Fair at Chicago. At that time also the "Columbian History of Education in West Virginia" was issued, being the first printed record relating to our educational progress. This book was prepared by State Superintendent B. S. Morgan and Mr. J. F. Cork, and was an excellent presentation of what had been accomplished up to that time. It is proper to say here that in 1889 Prof. A. R. Whitehill, of the West Virginia University, prepared an educational history of the State for the Bureau of Education at Washington, but it was not published until 1902, at which time he added an appendix bringing it up to date and making it a valuable contribution to the literature of this class.

So the great expositions held in former years have been to us time-keepers of our educational as well as our material progress, and this present sketch is the outgrowth of a desire to indicate to the world at St. Louis that we are aiming to have our educational work keep at least within hailing distance of our wonderful material development.

As a part of the old "Mother State" at the time of the purchase of Louisiana, West Virginia can claim a share in that honor, and she gladly joins with other parts of the Union in celebrating this great event that has given us such a vast domain and added so many prosperous states to our sisterhood. With this end in view, and as indicating somewhat of our advancement, this History of Education is issued. It consists of sketches relating to the educational work in various cities, towns and counties of the State, together with cuts and illustrations of some of our school buildings and their equipment. Most of our leading towns and cities and about half of our counties are represented. All superintendents and principals in the State were requested to furnish material for the book, but many failed to do so.

At this time I desire to thank all the contributors who have aided in this work. I believe our citizens will appreciate very highly the most excellent service they have rendered in thus showing what our schools are doing. The modesty of some of these efficient workers has prevented them from saying as much as could have been truthfully said of the

excellent schools under their care. I desire also especially to recognize my indebtedness to ex-Superintendents Hon. Virgil A. Lewis and Hon. B. L. Butcher, and to Hon. M. P. Shawkey of this department, for their excellent articles on the three periods of our educational growth. Having been so long connected with our school work they are able to speak intelligently from practical experience and observation.

Attention is called to the sketches relating to our denominational schools, and to the advancement of educational work among our colored people. Prof. Prillerman's sketch shows very commendable progress in all the colored schools.

It is hoped that this brief historical sketch will serve to show that West Virginia is making some progress in her educational upbuilding, and that we are not satisfied with material prosperity only, but that we desire that our youth shall have the very best educational advantages that can be provided. .

Very respectfully,

THOS C. MILLER,

State Superintendent of Schools.

Charleston, West Virginia, April 19, 1904.

DEPARTMENT OF FREE SCHOOLS

THOS. C. MILLER,
STATE SUPERINTENDENT

M. P. SHAWKEY,
CHIEF CLERK

D. E. MILLER,
STATISTICAL CLERK

LUCILE CONRAD,
STENOGRAPHER

EDUCATIONAL INSTITUTIONS

West Virginia University.....	Morgantown	D. B. Purinton, Pres.
State Normal School.....	Huntington.....	L. J. Corbly, Principal.
" "	Fairmont.....	W. L. McCowan, Prin.
" "	West Liberty.....	Lorain Fortney, Prin.
" "	Athens.....	A. S. Thorn, Prin.
" "	Glenville.....	John C. Shaw, Prin.
" "	Shepherdstown.....	J. G. Knutti, Prin.
Prep. Branch University.....	Montgomery.....	Josiah Keely, Prin.
Colored Institute.....	Keyser.....	L. L. Friend, Prin.
" "	Institute.....	J. McHenry Jones, Pres.
Reform School.....	Bluefield.....	Hamilton Hatter, Prin.
Schools for Deaf and Blind.....	Pruntytown.....	O. E. Darnall, Supt.
Schools for Deaf and Blind.....	Romney.....	J. T. Rucker, Prin.
Industrial Home for Girls.....	Salem.....	Hilda M. Dungan, Supt.

STATE BOARD OF EXAMINERS

Term expires Sept. 1, 1907

U. S. FLEMING, <i>President</i> ,	Parkersburg
R. A. ARMSTRONG, <i>Secretary</i> ,	Morgantown
C. E. CARRIGAN,	Benwood
JOSIAH KEELY,	Montgomery
C. R. MURRAY,	Huntington

LIST OF STATE SUPERINTENDENTS

1863-1869.....	William R. White.
1869-1870.....	Henry A. Ziegler.
1870-1871.....	A. D. Williams.
1871-1872, Dec. 1.....	Charles S. Lewis.
1873, Jan. 1,-March 4.....	W. K. Pendleton.
1873-1877.....	B. W. Byrne.
1877-1881.....	W. K. Pendleton.
1881-1885.....	B. L. Butcher.
1885-1893.....	B. S. Morgan.
1893-1897.....	Virgil A. Lewis.
1897-1901.....	J. R. Trotter.
1901-.....	Thos. C. Miller.

BOARDS OF REGENTS OF STATE EDUCATIONAL INSTITUTIONS

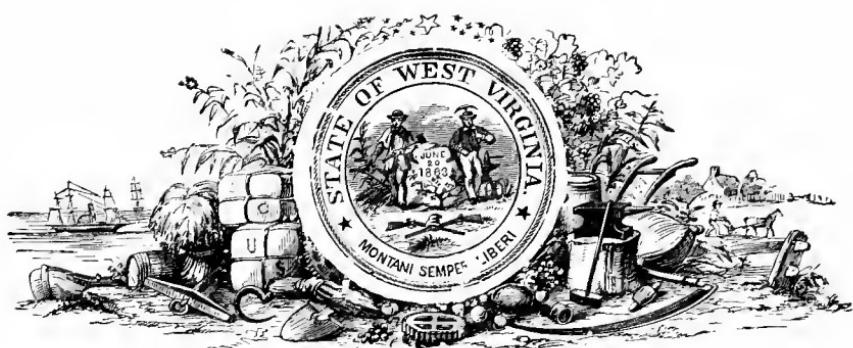
INSTITUTION	NAME OF REGENT	ADDRESS	COUNTY	TERM EXPIRES
University.....	*Charles R. Oldham..... Charles M. Babb..... James R. Trotter..... John B. Finley..... W. J. W. Cowden..... E. M. Grant..... D. C. Gallaher..... Dr. C. E. Haworth..... Dr. J. W. Hale.....	Moundsville..... Falls..... Buckhannon..... Parkersburg..... Wheeling..... Morgantown..... Charleston..... Huntington..... Princeton.....	Marshall..... Grant..... Upshur..... Wood..... Ohio..... Monongalia..... Kanawha..... Cabell..... Mercer.....	May 1, 1907 May 1, 1907 May 1, 1907 May 1, 1907 May 1, 1905 May 1, 1905 May 1, 1905 May 1, 1905 May 1, 1905
Normal Schools.. .	H. C. Ogden..... Ira E. Robinson..... E. L. Dunn..... Harry L. Snyder..... William M. Straus..... Clark W. May..... Thos. C. Miller.....	Wheeling..... Grafton..... Red Sul. Springs..... Shepherdstown..... Parkersburg..... Hamlin..... Charleston.....	Ohio..... Taylor..... Monroe..... Jefferson..... Wood..... Lincoln..... Member ex-officio.	June 1, 1907 June 1, 1907 June 1, 1907 June 1, 1905 June 1, 1905 June 1, 1905 Member ex-officio.
Keyser Preparatory Branch.....	Thos. B. Davis..... Lewis J. Forman..... J. W. Goodsell..... Dr. A. N. McKeever..... Wm. A. Watson..... James Sites..... Thos. C. Miller.....	Keyser..... Petersburg..... Davis..... Romney..... Fellowsville..... Upper Tract..... Charleston.....	Mineral..... Grant..... Tucker..... Hampshire..... Preston..... Pendleton..... Member ex-officio.	May 16, 1909 May 16, 1909 May 16, 1905 May 16, 1905 May 16, 1907 May 16, 1907 Member ex-officio.
West Virginia Colored Institute.....	B. L. Butcher..... B. S. Morgan..... Rev. C. H. Payne..... C. B. Scott..... Joseph Gray..... J. M. Hazelwood..... Thos. C. Miller.....	Fairmont..... Charleston..... Huntington..... Bethany..... Elizabeth..... Charleston..... Charleston.....	Marion..... Kanawha..... Cabell..... Brooke..... Wirt..... Kanawha..... Member ex-officio.	June 1, 1905 June 1, 1905 June 1, 1905 June 1, 1905 June 1, 1905 June 1, 1905 June 1, 1905
Bluffeld Institute.....	N. C. Brackett..... Wm. M. Mahood..... V. A. Lewis..... J. R. Jefferson..... Edwin Mann..... Thos. C. Miller.....	Harper's Ferry..... Princeton..... Point Pleasant..... Charleston..... Bluefield..... Charleston.....	Jefferson..... Mercer..... Mason..... Kanawha..... Mercer..... Member ex-officio.	June 1, 1905 June 1, 1905 June 1, 1905 June 1, 1905 June 1, 1905 June 1, 1905
Schools for Deaf and Blind.....	F. M. Reynolds..... D. S. Pettigrew..... J. Shidell Brown..... T. T. McDougal..... Cornelius U. Watts..... James W. Stuck..... Dr. G. A. Aschman..... Henry W. Deem..... A. C. Finley.....	Keyser..... Summersville..... Kingwood..... Ceredo..... Charleston..... West Union..... Wheeling..... Ripley..... Harding.....	Mineral..... Nicholas..... Preston..... Wayne..... Kanawha..... Doddridge..... Ohio..... Jackson..... Randolph.....	April 1, 1909 April 1, 1909 April 1, 1909 April 1, 1905 April 1, 1905 April 1, 1905 April 1, 1907 April 1, 1907 April 1, 1907
Reform School.....	J. W. Flynn..... J. L. Buckley..... H. C. Brohard..... Rev. D. S. Hammond..... Ralph McCoy..... Dr. G. A. Newlon..... Geo. W. Fippett	Kingwood..... Parkersburg..... Flemington..... Weston..... Wheeling..... Buckhannon..... Point Pleasant.....	Preston..... Wood..... Taylor..... Lewis..... Ohio..... Upshur..... Mason.....	May 1, 1905 May 1, 1905 May 1, 1905 May 1, 1905 May 1, 1905 May 1, 1905 May 1, 1905
Montgomery Preparatory Branch.....	Dr. C. E. Haworth .. Thos. C. Miller..... D. C. Gallaher	Huntington..... Charleston..... Charleston.....	Cabell..... Kanawha..... Kanawha.....	
West Virginia Industrial Home for Girls.	Dr. Harriet B. Jones..... John Cummins .. . Stillman Young..... Miss M. S. McWhorter..... Miss V. V. Henshaw..... Henry S. Wilson.....	Wheeling..... Wheeling..... Stillman..... Charleston..... Martinsburg..... Parkersburg.....	Ohio..... Ohio..... Upshur..... Kanawha..... Berkeley..... Wood.....	Mar. 31, 1903 Mar. 31, 1903 Mar. 31, 1905 Mar. 31, 1905 Mar. 31, 1907 Mar. 31, 1907

* Deceased.

*COUNTY SUPERINTENDENTS OF WEST VIRGINIA
For the Term of Four Years ending June 30, 1907*

COUNTY	SUPERINTENDENT	POST OFFICE	EXPRESS OFFICE
Barbour.....	A. G. Jenkins.....	Philippi.....	Philippi
Berkeley.....	E. H. Tabler.....	Martinsburg.....	Martinsburg
Boone.....	A. G. Hazer.....	Danville.....	Marmet
Braxton.....	E. B. Dufield.....	Sutton.....	Sutton
Brooke.....	Geo. W. Hogg.....	Wellsville.....	Wellsville
Cabell.....	Ira F. Hatfield.....	Inez.....	Inez
Calhoun.....	*Wellington Lester.....	Pink.....	Spencer
Clay.....	H. L. Morris.....	Crosby.....	Clay
Doddridge.....	*O. A. Ashburn.....	West Union.....	West Union
Fayette.....	W. S. Johnson.....	Red Star.....	Red Star
Gilmer.....	Worthy Davis.....	Cedarville.....	Cogers
Grant.....	*J. L. Rexroad.....	Arthur.....	Keyser
Greenbrier.....	*L. W. Burns.....	Meadow bluff.....	Ronceverte
Hampshire.....	E. W. Noland.....	Levels.....	French
Hancock.....	T. M. Cochran.....	New Cumberland.....	New Cumberland
Hardy.....	L. S. Halterman.....	Lost River.....	Broadway, Va.
Harrison.....	L. Waymen Ogden.....	Adamston.....	Clarksburg
Jackson.....	J. D. Cooper.....	Sherman.....	Sherman
Jefferson.....	*J. A. Engle.....	Harper's Ferry.....	Harper's Ferry
Kanawha.....	M. H. Eplin.....	Marmet.....	Marmet
Lewis.....	Loyd G. Losh.....	Weston.....	Weston
Lincoln.....	W. C. Holstein.....	Sioto.....	Charleston
Logan.....	J. C. Scages.....	Lake.....	Dingess
Marion.....	Carter L. Faust.....	Fairmont.....	Fairmont
Marshall.....	J. D. Parriott.....	Cameron.....	Cameron
Mason.....	C. A. Green.....	Ashton.....	Glenwood
Mercer.....	J. H. Gadd.....	Princeton.....	Ingleside
Mineral.....	*Geo. S. Arnold.....	Burlington.....	Keyser
Mingo.....	Chas. H. Ellis.....	Williamson.....	Williamson
Monongalia.....	Jesse Henry.....	Morgantown.....	Morgantown
Monroe.....	B. F. Hoyman.....	Second Creek.....	Ronceverte
Morgan.....	U. S. G. Potter.....	Munson.....	Sleepy Creek
McDowell.....	*F. C. Cook.....	Welch.....	Welch
Nicholas.....	S. C. Dotson.....	Summersville.....	Belva
Ohio.....	*Geo. S. Biggs.....	West Liberty.....	Wheeling
Pendleton.....	W. S. Dunkle.....	Circleville.....	Horton
Pleasants.....	*A. W. Locke.....	Maxwell.....	St. Mary's
Pocahontas.....	J. B. Grimes.....	Lobelia.....	Seebert
Preston.....	A. W. Carrico.....	Rowelsburg.....	Rowelsburg
Putnam.....	J. C. Fish.....	Winfield.....	Red House
Raleigh.....	*G. W. Thompson.....	Odd.....	Raleigh
Randolph.....	E. A. Poe.....	Elkins.....	Elkins
Ritchie.....	L. H. Hayhurst.....	Goose Creek.....	Pennsboro
Roane.....	N. L. Chancey.....	Reedy.....	Reedy
Summers.....	Geo. W. Lilly.....	Hinton.....	Hinton
Taylor.....	Dellet Newlon.....	Simpson.....	Simpson
Tucker.....	Chas. U. Adams.....	Parsons.....	Parsons
Tyler.....	D. L. Talkington.....	Alvy.....	West Union
Upshur.....	W. S. Mick.....	Buckhannon.....	Buckhannon
Wayne.....	L. G. Sansom.....	Wayne.....	Wayne
Webster.....	Gaines Chapman.....	Webster Springs.....	Webster Springs
Wetzel.....	S. L. Long.....	Endicott.....	Endicott
Wirt.....	J. F. Hayarty.....	Elizabeth.....	Elizabeth
Wood.....	*W. T. Cochran.....	Parkersburg.....	Parkersburg
Wyoming.....	*R. Wade Cook.....	Rock View.....	Keystone

* Re-elected





THE RHODODENDRON,—OUR STATE FLOWER

INTRODUCTION

The educational system of West Virginia is of gradual growth. Beginning shortly after the formation of the State in 1863, the system has developed very slowly in some respects, in others more rapidly, but not until recent years has its progress been marked in any degree. While previous to the Civil War there had been some good schools in what is now West Virginia, there was no system of education and in some sections of the State the schools were very poor and educational sentiment almost lacking.

Our State Constitution says: "The legislature shall provide, by general law, for a thorough and efficient system of free schools." This provision left the organization and development of such a system to public sentiment, which is often very slow in introducing and carrying out progressive measures and reforms. The people themselves had to be educated to a new view of the subject, and this it required years to accomplish. At first in some places there was a good deal of prejudice against the so-called "mixed schools." Then the question of school revenues became a problem. There was objection to the local levy in some districts, and oftentimes the funds raised were not sufficient to support the schools for a term of three months. The University was meagerly provided for, and, for some years the Normal schools were left literally penniless, no appropriation whatever having been made for their support. Salaries were very low and teachers had but little incentive to prepare themselves for better service.

Now, however, all this is changed. Liberal appropriations are made for all our educational institutions, new buildings have been erected, better salaries are paid, the school term has been lengthened and improvement is noticeable everywhere. Fine buildings with modern equipment are being erected and cities and towns are vying with each other in a worthy spirit of educational emulation.

There is no better way of measuring progress than by comparison. This is shown in all lines of effort and it is a most effective way of illustrating what has been accomplished in the world about us. When the brilliant electric light is placed by the side of the old tallow dip we have a revelation that is dazzling. When we compare a modern Pullman or electric car with former modes of travel we have positive proof that the world moves. So we might multiply illustrations, but they are needless. The modern methods of education, when compared with those of early years in this State show as much change in lines of improvement as there is in our physical surroundings. To emphasize this idea more fully we have included in this sketch of educational progress a number

of cuts and pictures of school buildings recently erected and to which we point with pride as indicating some of our advancement. The step from the little log schoolhouse on the hillside, or the uninviting frame building on a back street in the town, stands in marked contrast to the splendid school buildings in different parts of the State. The conveniences and surroundings of these school buildings also make a comparison equally as great as they do in general architecture.

The tables of comparative statistics found in the next few pages tell the story of our educational growth more graphically than mere words can picture it, so we leave it to them to set forth these important facts.

SCHOOL EXPENDITURES

1903

For the year 1903 West Virginia expended the sum of \$2,393,555.36 for the support of her public schools.

This sum was made up from the following sources:

General School Fund.....	\$ 516,216.07
District Levies, etc.....	\$1,877,339.29
Total.....	\$2,393,555.36

This sum was divided between the two funds as follows:

Teachers' Fund.....	\$1,571,953.69
Building Fund.....	\$ 821,601.67
Total.....	\$2,393,555.36

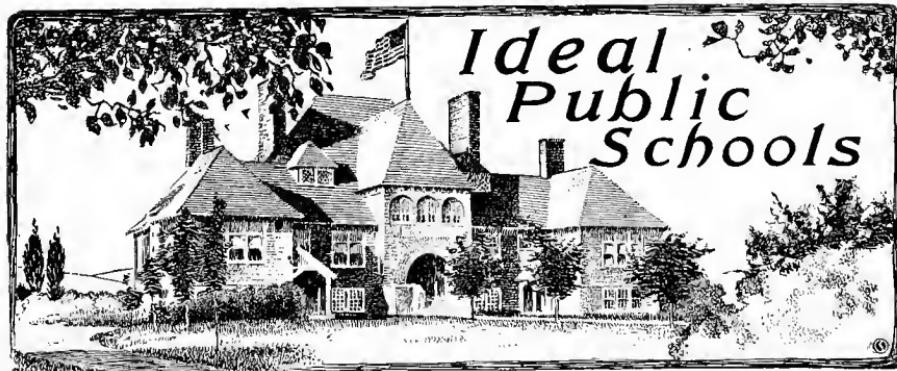
To this amount should be added:

Pay of Institute Instructors.....	\$ 4,293.54
Salary of County Superintendents.....	14,450.00
Conducting Uniform Examination.....	2,500.00
Salary State Superintendent and clerks.....	5,284.18
Printing, Binding, Stationery.....	3,938.86
Expenses at Auditor's office, collections, delinquencies,, etc.....	4,989.81
Contingent expenses—Department of Schools....	875.29
Purchase of Books.....	106.23
Expenses State Superintendent	384.79
Total.....	\$ 36,822.70

To the above may very properly be added the appropriations for the other educational institutions of the State, as follows:

West Virginia University.....	\$ 145,828.00
Normal Schools.....	89,947.00
Montgomery Preparatory School.....	16,300.00
Keyser Preparatory School.....	43,108.00
W. Va. Colored Institute.....	23,125.00
Industrial School for Girls.....	19,850.00
Storer College.....	2,500.00
Instruction for Colored Teachers.....	3,500.00
Schools for Deaf, Dumb and Blind	52,050.00
West Va. Reform School—Half the appropriation	41,500.00
Bluefield Colored Institute	12,125.00
 Total	 \$ 449,833.00
 Total expenditures of the State for public Instruction of all kinds	 \$2,880,211.06

As is shown above West Virginia expended in the year 1903 for public education in her primary, secondary and higher schools, the sum of \$2,880,211.06, or exactly \$3.00 per capita, based upon population, that of the United States being \$2.99. The per capita expenditure for the common schools alone was \$2.54.



ATTENDANCE

For the year 1903 the total enumeration was 319,729; the enrollment was 240,718, or about seventy-five per cent. of the enumeration, while the average attendance was 155,436.

TEACHERS

The number of teachers employed in 1903 was 7,362, and the average length of the school term reached 123 days.

Comparative statistics for the last five years are as follows:

Enumeration

Enumeration of School Youth.....	1899—	306,154
	1900—	307,581
	1901—	312,124
	1902—	315,810
	1903—	319,729

Enrollment

Enrollment of School Youth	1899 —	231,076
	1900—	232,343
	1901—	235,191
	1902—	236,015
	1903—	240,718

Average Daily Attendance

Average Attendance of School Youth.....	1899—	145,249
	1900—	151,254
	1901—	150,017
	1902—	152,174
	1903—	155,436

Number of Teachers Classified by Race

White Teachers.....	1899—	6,623
	1900—	6,800
	1901—	6,943
	1902—	7,028
	1903—	7,071

Colored Teachers.....	1899—	258
	1900—	267
	1901—	290
	1902—	278
	1903—	291

Both White and Colored Teachers.....	1899—	6,881
	1900—	7,067
	1901—	7,238
	1902—	7,306
	1903—	7,362

Average Length of Term in Days.....	1899—107	4-5 Days
	1900—106	"
	1901—116	"
	1902—118	"
	1903—123	"

Number of Schools Classified by Race

Number of white schools.....	1899—	5,681
	1900—	5,829
	1901—	5,964
	1902—	6,001
	1903—	6,123

Number colored schools.....	1899—	225
	1900—	229
	1901—	192
	1902—	207
	1903—	224

WEST VIRGINIA

5

Both White and Colored.....	{	1899—	5,906
		1900—	6,058
		1901—	6,156
		1902—	6,208
		1903—	6,347

Total Number School Houses in West Virginia

Frame Houses.....	{	1899—	5,224
		1900—	5,387
		1901—	5,510
		1902—	5,598
		1903—	5,704

Brick Houses.....	{	1899—	152
		1900—	184
		1901—	176
		1902—	186
		1903—	188

Log Houses.....	{	1899—	408
		1900—	345
		1901—	309
		1902—	237
		1903—	217

Total all kinds of houses.....	{	1899—	5,689
		1900—	5,916
		1901—	5,995
		1902—	6,021
		1903—	6,112

Amount of Funds Expended

Amount Teacher's Fund Expended.....	{	1899—	\$1,282,836 87
		1900—	1,327,440 61
		1901—	1,381,539 07
		1902—	1,484,743 73
		1903—	1,571,953 69

Amount Building Fund Expended.....	{	1899—	\$ 631,896 49
		1900—	691,724 42
		1901—	747,073 53
		1902—	712,389 72
		1903—	821,601 67

Total Cost of Education.....	{	1899—	\$1,914,733 36
		1900—	2,019,165 03
		1901—	2,128,612 60
		1902—	2,197,133 45
		1903—	2,393,555 36

Amount of Salary Paid Teachers

Amount Paid White Teachers.....	{	1899—	\$1,129,319 75
		1900—	1,099,629 79
		1901—	1,227,432 80
		1902—	1,325,461 04
		1903—	1,390,326 41

Amount Paid Colored Teachers.....	{	1899—	\$ 50,531 55
		1900—	46,128 56
		1901—	48,488 17
		1902—	55,789 18
		1903—	67,280 15

Amount Paid Both White and Colored Teachers.....	{	1899—	\$1,179,851 30
		1900—	1,213,490 68
		1901—	1,275,920 97
		1902—	1,381,250 22
		1903—	1,457,066 56

Cost of Education

Based on Enumeration.....	{	1899—	\$ 6 25
		1900—	6 56
		1901—	6 37
		1902—	6 69
		1903—	7 38

HISTORY OF EDUCATION,

		\$ 8 26
Based on Enrollment	1899—	8 44
	1900—	8 69
	1901—	8 91
	1902—	9 98
	1903—	9 98
		\$ 13 18
Based on Average Daily Attendance.....	1899—	13 33
	1900—	13 40
	1901—	14 18
	1902—	14 90
	1903—	14 90



HON. WILLIAM R. WHITE, STATE SUPERINTENDENT, 1863-1869

COMPARATIVE SCHOOL STATISTICS

Year	NUMBER OF SCHOOL HOUSES					NUMBER OF SCHOOLS			
	Frame	Stone	Brick	Log	Whole No.	High	Graded	Common	Total
1865.....	.....	.....	.....	.....	133	5	39	387	431
1866.....	.....	.....	.....	.....	412	.....	935	935	.....
1867.....	342	2	26	332	702	2	26	1,112	1,148
1868.....	653	7	51	595	1,306	.....	20	1,731	1,756
1869.....	936	10	68	614	1,618	7	38	2,153	2,198
1870.....	1,124	17	58	904	2,113	1	74	2,441	2,516
1871.....	1,127	10	63	859	2,059	3	48	2,272	2,323
1872.....	1,290	9	74	843	2,216	3	64	2,497	2,546
1873.....	1,412	10	73	1,007	2,612	2	71	2,785	2,857
1874.....	1,540	9	72	1,009	2,880	2	85	2,986	3,021
1875.....	1,630	10	83	1,236	2,959	8	78	3,148	3,233
1876.....	1,753	11	79	1,284	3,137	5	67	3,269	3,343
1877.....	1,829	7	84	1,296	3,216	5	65	3,320	3,390
1878.....	1,905	11	89	1,292	3,297	10	82	3,419	3,514
1879.....	2,035	6	90	1,342	3,479	8	105	3,612	3,725
1880.....	2,142	6	93	1,316	3,557	8	103	3,680	3,811
1881.....	2,260	6	94	1,344	3,704	11	93	3,796	3,912
1882.....	2,362	8	93	1,376	3,839	10	79	3,920	4,028
1883.....	2,506	.....	110	1,329	3,945	6	124	3,986	4,116
1884.....	2,648	.....	113	1,336	4,097	7	125	4,120	4,254
1885.....	2,819	.....	128	1,212	4,159	13	117	3,918	4,078
1886.....	2,933	.....	114	1,214	4,260	15	98	4,324	4,437
1887.....	3,162	.....	122	1,181	4,465	19	100	4,484	4,603
1888.....	3,299	.....	116	1,152	4,567	25	215	4,578	4,819
1889.....	3,510	.....	124	1,021	4,655	17	130	4,721	4,868
1890.....	3,680	.....	127	1,007	4,814	20	161	4,784	4,784
1891.....	3,849	.....	124	926	4,899	14	150	4,862	5,026
1892.....	4,022	.....	140	856	5,004	17	145	5,005	5,167
1893.....	4,266	.....	140	792	5,192	18	173	5,099	5,290
1894.....	4,456	.....	140	706	5,302	20	192	5,175	5,387
1895.....	4,606	.....	140	643	5,389	20	244	5,331	5,595
1896.....	4,750	.....	148	577	5,475	22	180	5,425	5,617
1897.....	4,949	.....	150	486	5,524	27	142	5,607	5,776
1898.....	5,059	.....	172	463	5,675	38	289	5,593	5,940
1899.....	5,224	.....	152	408	5,689	37	489	5,380	5,906
1900.....	5,387	.....	184	345	5,916	39	813	5,186	6,058
1901.....	5,510	.....	176	309	5,995	40	262	5,854	6,156
1902.....	5,598	.....	186	237	6,021	42	308	5,858	6,208
1903.....	5,707	.....	188	217	6,112	42	621	5,686	6,349

ENUMERATION, ENROLLMENT AND AVERAGE DAILY ATTENDANCE OF PUPILS BY YEARS

YEAR	Enumeration			Enrollment			Average Daily Attendance		
	Males		Females	Males		Females	Males		Females
			Total			Total			Total
1865			84,418	8,102	7,870	15,972	3,845	3,916	7,761
1866			118,617	16,942	14,805	31,747			13,037
1867			115,340	18,728	16,199	34,927	10,692	9,467	20,288
1868	66,461	61,190	127,861	28,700	25,024	53,724	16,631	13,640	30,566
1869	80,265	72,103	152,369	30,439	28,589	59,028	19,811	16,873	36,684
1870	79,199	78,580	157,788	48,056	39,274	87,330	20,254	24,829	55,083
1871	83,090	79,247	162,337	41,586	35,413	76,999	28,758	22,578	51,336
1872	83,672	80,244	163,916	46,745	39,020	85,765	30,661	25,656	56,317
1873	87,567	84,236	171,793	38,886	42,214	81,100	33,391	27,853	61,244
1874	91,259	78,848	170,107	61,113	49,243	110,356	37,240	31,057	68,297
1875	93,343	86,462	179,805	55,119	44,661	117,845	41,790	33,510	75,300
1876	96,049	88,711	184,760	67,428	56,057	123,485	43,082	29,196	72,278
1877	100,281	92,325	192,606	68,774	56,558	125,332	45,242	38,227	83,489
1878	118,124	83,113	201,237	70,694	59,490	130,184	47,476	38,508	86,768
1879	107,457	98,666	206,123	73,567	63,019	136,526	49,597	40,671	90,268
1880	110,356	99,757	210,113	77,192	65,058	142,850	49,599	42,105	91,604
1881	111,798	101,393	213,191	78,062	66,941	145,003	49,271	41,995	91,265
1882	112,715	103,890	216,605	83,199	72,345	155,544	51,189	45,463	96,643
1883	115,139	106,378	221,517	85,050	75,556	160,606	50,705	44,663	95,368
1884	119,130	109,055	228,185	87,834	78,432	166,266	52,971	46,254	99,225
1885	122,741	113,404	236,145	87,551	78,869	166,520	54,753	51,151	105,902
1886	126,668	118,089	242,752	92,432	79,825	172,257	55,375	47,837	103,214
1887	128,581	119,597	249,178	95,089	84,418	170,507	57,815	50,478	108,293
1888	133,019	123,341	256,369	100,122	89,129	189,251	63,492	58,528	122,020
1889	133,545	125,380	258,934	99,062	88,466	187,258	63,102	56,888	119,990
1890	137,634	128,692	266,326	101,308	91,756	193,064	63,830	57,800	121,700
1891	140,288	131,049	276,332	103,307	95,069	198,376	64,441	59,540	123,987
1892	143,739	132,713	276,452	104,563	96,236	200,789	67,117	60,927	128,044
1893	146,147	133,433	279,586	109,604	98,613	208,217	71,075	63,350	134,425
1894	148,271	134,499	282,770	115,446	103,369	218,815	71,342	64,039	135,381
1895	151,504	137,770	289,274	114,747	102,961	217,708	73,685	66,800	140,485
1896	155,105	141,412	296,517	113,558	102,134	215,665	74,179	66,902	141,081
1897	156,824	143,505	300,529	116,581	104,845	221,436	75,552	68,925	144,477
1898	157,345	145,009	302,354	124,528	112,407	236,935	80,084	75,650	158,527
1899	158,800	147,345	306,154	120,284	110,792	231,076	75,989	69,260	145,249
1900	159,380	148,201	307,581	120,436	111,007	232,343	78,387	72,867	151,254
1901	161,463	150,661	312,124	121,342	113,849	235,191	77,376	72,641	150,017
1902	162,646	153,164	315,810	121,904	114,111	236,015	78,307	73,867	152,174
1903	165,505	164,224	319,729	124,381	116,337	240,718	80,880	74,556	155,436



HON. A. D. WILLIAMS, STATE SUPERINTENDENT, 1870-1871



HON. CHARLES S. LEWIS, STATE SUPERINTENDENT, 1871-1872

*NUMBER OF TEACHERS, AVERAGE LENGTH OF TERM,
TOTAL TEACHERS' SALARIES AND AVERAGE
MONTHLY SALARIES BY YEARS*

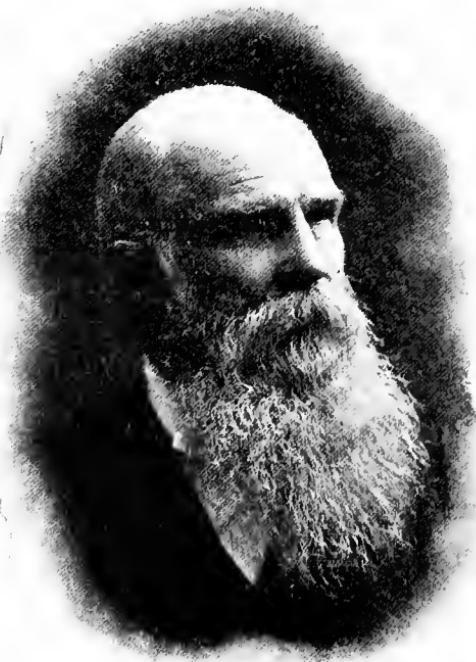
	Total No. Teachers Employed			Average Length of School Term in Months	Amount paid for Teachers' Salaries	Average Monthly Salaries of Teachers
	Males	Females	Total			
1865.....	171	216	387	2.70	\$ 47,006.00	\$.....
1866.....	525	382	973	3.12	96,203.00	31.44
1867.....	818	404	1,222	3.00	140,465.00	36.00
1868.....	1,240	520	1,810	3.50	288,690.00	37.66
1869.....	1,680	603	2,283	3.55	277,131.00	34.11
1870.....	1,764	641	2,405	4.12	220,753.00	34.25
1871.....	1,951	517	2,468	3.84	323,347.00	33.50
1872.....	2,095	550	2,645	4.04	376,982.00	31.01
1873.....	3,443	639	3,882	3.86	402,418.90	31.46
1874.....	2,541	801	3,342	4.12	480,400.00	32.62
1875.....	2,677	784	3,461	4.20	541,358.00	32.90
1876.....	2,717 ^a	896	3,698	4.32	538,387.00	31.52
1877.....	2,818	971	3,789	4.13	539,273.00	31.86
1878.....	2,822	925	3,747	4.38	501,704.00	28.97
1879.....	3,142	989	4,131	4.34	504,066.00	26.64
1880.....	3,104	1,030	4,134	4.50	522,483.00	28.19
1881.....	3,079	1,208	4,287	4.45	539,647.00	28.22
1882.....	3,045	1,315	4,360	4.50	568,509.00	28.77
1883.....	2,961	1,494	4,455	4.43	608,556.00	30.22
1884.....	3,036	1,607	4,643	4.55	641,575.00	30.39
1885.....	3,145	1,666	4,811	4.37	667,852.00	31.70
1886.....	3,240	1,685	4,925	4.64	674,505.00	30.71
1887.....	3,357	1,732	5,089	4.95	707,539.00	31.52
1888.....	3,360	1,858	5,298	5.10	780,742.94	33.00
1889.....	3,444	1,897	5,341	4.80	805,429.46	31.38
1890.....	3,483	2,008	5,491	4.85	782,961.51	31.20
1891.....	3,461	2,139	5,600	4.95	834,879.89	31.54
1892.....	3,463	2,284	5,747	5.59	885,731.39	32.26
1893.....	3,459	2,478	5,937	4.90	928,441.01	33.63
1894.....	3,585	2,510	6,115	5.00	975,766.76	34.10
1895.....	3,705	2,524	6,299	5.00	997,703.47	34.70
1896.....	3,828	2,626	6,454	5.65	1,112,512.55	35.87
1897.....	3,924	2,698	6,652	5.65	1,152,878.99	31.66
1898.....	4,096	2,712	6,808	5.60	1,149,598.92	31.33
1899.....	4,094	2,787	6,881	5.40	1,179,851.30	31.74
1900.....	4,095	2,972	7,067	5.30	1,213,490.68	32.89
1901.....	4,018	3,215	7,233	5.80	1,275,920.97	30.41
1902.....	3,972	3,334	7,306	5.90	1,381,250.22	32.04
1903.....	3,854	3,508	7,362	6.15	1,457,606.56	32.99

COST OF EDUCATION PER CAPITA AND TOTAL COST OF EDUCATION, BY YEARS

YEAR	Based on En- rollment	Based on Av- erage Daily At- tendance	Amount of Building Fund Expended	Amount of Teachers' Fund Ex- pended	Total Cost of Education
1865.....	\$ 2.82	9.28	16.25		\$ 7,722.90
1866.....					172,734.00
1867.....					324,517.31
1868.....	4.00	9.83	17.00	244,386.67	520,852.44
1869.....	3.12	9.75	15.07	246,470.96	575,623.69
1870.....	2.90	5.38	8.05	207,267.66	262,891.77
1871.....	3.35	7.50	11.25	212,033.51	265,685.21
1872.....	3.48	6.14	9.54	124,791.42	411,945.18
1873.....	3.53	7.48	9.91	150,880.95	456,110.23
1874.....	4.14	6.39	10.32	224,337.02	480,430.84
1875.....	4.24	6.48	10.14	255,233.29	508,579.16
1876.....	4.25	6.36	10.73	247,630.45	544,095.15
1877.....	4.00	6.30	9.20	209,740.50	539,273.32
1878.....	3.39	5.24	7.85	180,113.70	501,764.61
1879.....	3.44	5.20	7.85	204,874.55	504,196.35
1880.....	3.37	4.95	7.72	185,069.67	522,483.24
1881.....	3.56	5.22	8.31	212,877.56	539,647.69
1882.....	4.00	5.56	8.09	265,674.84	600,203.57
1883.....	4.27	5.90	9.93	302,254.49	649,116.48
1884.....	4.32	6.09	10.05	305,567.58	691,863.58
1885.....	4.42	6.26	9.85	324,188.46	719,080.69
1886.....	4.27	6.02	10.04	301,431.10	735,089.30
1887.....	4.36	6.06	10.04	330,727.84	756,946.86
1888.....	5.62	7.61	11.80	416,950.56	823,699.32
1889.....	5.47	7.01	10.95	457,638.99	856,067.04
1890.....	4.89	6.71	10.62	397,963.31	895,201.67
1891.....	4.69	6.53	10.46	546,019.83	914,673.71
1892.....	5.16	7.16	10.25	491,757.03	944,305.50
1893.....	5.43	7.64	11.85	582,468.62	1,009,719.50
1894.....	5.56	7.48	11.74	548,160.65	1,068,788.83
1895.....	5.78	7.77	11.89	542,706.63	1,121,820.72
1896.....	6.12	8.18	12.62	561,967.64	1,255,897.96
1897.....	6.32	8.62	13.36	635,225.08	1,262,220.08
1898.....	6.37	8.31	12.31	665,930.00	1,294,483.34
1899.....	6.25	8.24	13.18	631,896.49	1,282,836.87
1900.....	6.56	8.69	13.33	691,724.42	1,327,440.61
1901.....	6.37	8.61	13.46	747,073.53	1,381,539.07
1902.....	6.69	8.98	14.18	712,389.72	1,484,743.73
1903.....	7.38	9.94	14.90	821,601.67	1,571,953.69



HON. BENJAMIN W. BYRNE, STATE SUPERINTENDENT, 1873-1877



HON. W. K. PENDLETON, STATE SUPERINTENDENT, 1877-1881

AVERAGE LOCAL LEVY FOR TEACHERS' AND FOR BUILDING FUND, BY YEARS

YEAR	Building	Teachers'	Total
1865, not given			
1866, 35 counties			52
1867, not given			
1868, not given			
1869, 48 counties	31	27	58
1870, 45 counties	28.67	30.06	58.73
1871	27.39	29.90	57.29
1872	22.69	28.42	51.11
1873	23.38	34.01	57.39
1874	19.17	29.18	48.35
1875	21.50	29.30	50.80
1876	19.90	29.70	49.60
1877, not found			
1878	14.30	26.20	40.50
1879	15.58	24.09	39.67
1880	19.30	25.20	44.50
1881	19.75	28.25	48
1882	22	38	60
1883	19	27	46
1884	19.	27	46
1885	21	33	54
1886	21	35.50	56.50
1887	22	26	48
1888	23	26	49
1889	24.13	25.75	49.88
1890	24.75	33.60	58.35
1891	25.10	34.15	59.25
1892	25.60	34.84	60.44
1893	23.52	29.38	52.60
1894	24.14	32.52	56.66
1895	21.90	32.70	54.60
1896	22.40	37.30	59.70
1897	23.30	38.20	61.50
1898	24.20	38.10	62.30
1899	24.37	40	64.37
1900	24.96	41.49	66.45
1901	28.80	42.20	71.00
1902	28.90	43.05	71.95
1903	28.90	43	71.90

*APPORTIONMENT OF THE GENERAL SCHOOL FUND FOR
THE YEAR 1903-1904*

The following table shows the enumeration of each county and the separate independent districts of the State, and the amount of the general school fund each received for this year.

Counties and Cities.	Net Amt.	Co. Supts'	Gross Amt.	Enumeration
		Salary.	\$	
Barbour.....	\$ 7,559 29	\$ 300 00	\$ 7,859 29	4,682
Berkeley.....	6,585 72	250 00	6,835 72	4,079
Boone.....	4,856 55	250 00	5,106 55	3,008
Braxton.....	10,720 57	300 00	11,020 57	6,640
Brooke.....	3,745 74	150 00	3,895 74	2,320
Cabell.....	9,897 15	300 00	10,197 15	6,130
Calhoun.....	6,425 88	250 00	6,675 88	3,980
Clay.....	4,669 26	200 00	4,869 26	2,892
Doddridge.....	7,121 75	200 00	7,421 75	4,411
Fayette.....	16,762 18	300 00	17,062 18	10,382
Gilmer.....	6,656 76	250 00	6,906 76	4,123
Grant.....	3,757 04	200 00	3,957 04	2,327
Greenbrier.....	11,863 66	300 00	12,163 66	7,348
Hampshire.....	5,867 25	300 00	6,167 25	3,634
Hancock.....	3,330 80	150 00	3,480 80	2,063
Hardy.....	4,615 98	250 00	4,865 98	2,859
Harrison.....	15,003 94	300 00	15,303 94	9,293
Jackson.....	11,899 18	300 00	12,199 18	7,370
Jefferson.....	8,218 02	200 00	8,418 02	5,090
Kanawha.....	26,024 82	300 00	26,324 82	16,119
Lewis.....	8,058 18	300 00	8,358 18	4,991
Lincoln.....	10,008 55	300 00	10,308 55	6,199
Logan.....	4,325 36	200 00	4,525 36	2,679
Marion.....	15,283 26	300 00	15,583 26	9,466
Marshall.....	10,622 08	300 00	10,922 08	6,579
Mason.....	12,509 48	300 00	12,809 48	7,748
Mercer.....	13,282 85	300 00	13,582 85	8,227
Mineral.....	7,129 82	200 00	7,329 82	4,416
Mingo.....	6,824 67	250 00	7,074 67	4,227
Monongalia.....	9,540 33	300 00	9,840 33	5,909
Monroe.....	7,234 77	300 00	7,534 77	4,481
Morgan.....	3,834 54	150 00	3,984 54	2,375
McDowell.....	9,151 23	250 00	9,401 23	5,668
Nicholas.....	7,296 12	300 00	7,596 12	4,519
Ohio.....	4,840 39	150 00	4,990 39	2,998
Pendleton.....	5,187 53	250 00	5,437 53	3,213
Pleasants.....	4,646 65	200 00	4,846 65	2,878
Pocahontas.....	4,420 62	250 00	4,670 62	2,738
Preston.....	11,810 38	300 00	12,110 38	7,315
Putnam.....	9,107 64	300 00	9,407 64	5,641
Raleigh.....	8,080 78	300 00	8,380 78	5,005
Randolph.....	9,737 31	300 00	10,037 31	6,031
Ritchie.....	9,890 69	300 00	10,190 69	6,126
Roane.....	11,309 87	300 00	11,600 87	7,005
Summers.....	9,301 38	300 00	9,601 38	5,761
Taylor.....	3,731 20	200 00	3,931 20	2,311
Tucker.....	6,713 26	300 00	6,913 26	4,158
Tyler.....	8,340 72	300 00	8,640 72	5,166
Upshur.....	7,951 62	300 00	8,251 62	4,925
Wayne.....	12,205 94	300 00	12,505 94	7,560
Webster.....	4,990 55	250 00	5,240 55	3,001
Wetzel.....	12,323 80	300 00	12,623 80	7,633

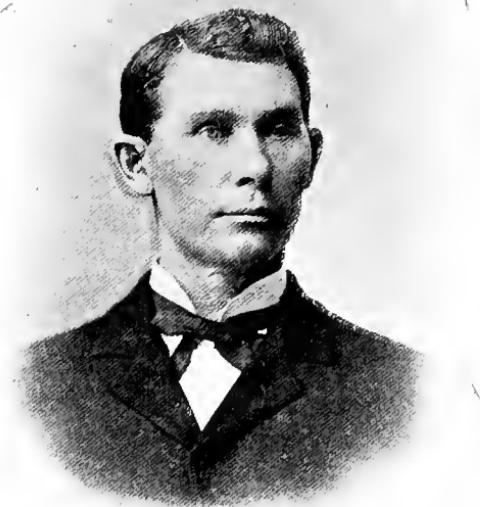
WEST VIRGINIA

15

Wirt	5,604 07	200 00	5,804 07	3,471
Wood	9,298 15	300 00	9,598 15	5,750
Wyoming	5,566.94	250 00	5,816 94	3,448
Ceredo	1,149 55	.....	1,149 55	712
Charleston	6,432 33	....	6,432 33	3,084
Grafton	2,972 37	.....	2,972 37	1,841
Huntington	6,316 09	.....	6,316 09	3,912
Martinsburg	3,786 10	.....	3,786 10	2,345
Moundsville	3,285 59	.....	3,285 59	2,035
Parkersburg	7,349 39	.....	7,349 39	4,552
Wheeling	19,182 38	.....	19,182 38	11,881
 Totals.....	\$ 516,216 07	\$ 14,450 00	\$ 530,666 07	319,729



HON. BENJAMIN S. MORGAN, STATE SUPERINTENDENT, 1885-1893



HON. VIRGIL A. LEWIS, STATE SUPERINTENDENT, 1893-1897



HON. J. R. TROTTER, STATE SUPERINTENDENT, 1897-1901

Early Education in West Virginia

VIRGIL A. LEWIS, M. A.

Lord Bacon has said that "Knowledge is Power." He did not say that knowledge is virtue or that knowledge would necessarily bring happiness to its possessor. Yet, the experience of all ages has proved that an educated people will, other things being equal, be the most industrious, most prosperous and most virtuous, and, therefore, the most happy. And since the light of revealed knowledge has dawned upon the world, the necessity for education has become vastly more apparent.

Some one has said that History is but "a record of bleeding centuries preserved by the book-keepers of the nation." This is in great part true, for it is little else than a story of war, plunder, devastation and desolation. But there are some noted exceptions. It was the boast of J. R. Green, the author of the "History of the English People," that, therein, he had given more space to Chaucer than to Creasy; to Caxton than to the strife between the Yorkists and the Lancastrians; to the poet and historian than to the soldier, mariner, or crusader; to the founding of Oxford University than to the battle of Waterloo; to intellectual advancement than to the record of the slaughter of men and the desolation of homes. In this he did right for the world of today cares not so much for the records of the wars of a state or nation as for the story of its intellectual development. West Virginia was once a land of block-houses, forts, and stockades; now it is a land of school-houses. The story of the transition from the former to the latter is an interesting one, for it tells how the mental activities of the people have kept pace with the material development of this Transallegheny region.

THE FIRST ATTEMPT TO FOUND AN ENGLISH SCHOOL IN AMERICA

For many years the history of West Virginia is a part of that of Virginia and if we would learn its story we must look beyond the Blue Ridge, even to the shores of the Chesapeake, for the causes which have acted in advancing or retarding the progress of the first settlers of the State and of their immediate descendants as well. The earliest English settlement in America was made in 1607, at Jamestown on the banks of the historic James river. This was thirteen years and six months before a single white man found a home on the shores of New England.

THE UNIVERSITY OF HENRICO

Many of the foremost literary men and profoundest scholars of England were members of the Virginia Company of London; and George Percy, John Porey, Alexander Whitaker, George Sandys, and others who had come to the Colony were educated men. Hence we are not surprised to find the Company, after having established representative government in Virginia—the first in America—engaged in an effort to found, on the

banks of the James, in 1619, the first educational institution in North America north of the parallel of Mexico. This was to be the University of Henrico and its location was to be on the northern or eastern bank of the James river, ten miles below the Falls—now Richmond. Here the Company, on the recommendation of its treasurer, Sir Edwin Sandys, donated, or set aside, fifteen thousand acres of land and furnished one hundred tenants to cultivate this for the support of the College. King James I, a friend of the proposed school issued instructions to the bishops of England, to collect money to build a University in Virginia. In these he said: “Wherefore, do we require you and hereby authorize you to write letters * * * * to zealous men of the diocese, that they may, by their own example in contribution and by exhortation to others, move the people within the several charges to contribute to so good a work * * * to be employed for this goodly purpose and no other.” Fifteen hundred pounds—more than seven thousand dollars—were thus collected. Then there were private donations and bequests. Gabriel Barker, a member of the Company, gave five hundred pounds for the education of Indian children in the institution; a person unknown sent a communion table for the University; still another, who concealed his identity, gave many excellent books to the value of ten pounds, together with a map “of all that coast of America”. Nicholas Farrar gave by will three hundred pounds for the same object; Reverend Thomas Bargrave, a minister in the Colony, gave a library valued at one thousand marks; and the inhabitants along the banks of the James made a contribution of fifteen hundred pounds to build a house of entertainment at Henrico—the proposed seat of the University. In mid-summer of this year, George Thorpe, the Superintendent of the School—the first English school teacher in America—arrived in Virginia, and fixed his residence at Henrico, where work on the institution began. In October, 1621, Sir Francis Wyatt, Governor of the Colony, arrived at Jamestown bringing a series of instructions from the Company for his own guidance, and one of these was that he should see to it that every town or borough “have taught some children fit for College.” It is fair to presume that in compliance with this requirement he caused schools to be established for this purpose.

THE EAST INDIA SCHOOL AT CHARLES CITY

But still another effort was made to found thus early, a school in Virginia. In 1621, Rev. Patrick Copeland, Chaplain of the East India ship the “Royal James” collected from the mariners and passengers when homeward bound to England, the sum of seventy pounds, eight shillings and six pence, to aid in founding a seminary or preparatory school at Charles City in Virginia, to be known as the East India School. Other donations of money and books were made in England. The Virginia Company of London appropriated a thousand acres of land with five tenants to aid in its support. The good ship “Abagail” brought over a number of mechanics, ship-carpenters and others; also, “a select number to build the East India School at Charles City”. Its projector, Rev. Pat-

rick Copeland, was chosen its Rector, but for reasons now to appear, he never crossed the ocean.

DEATH, WRECK, AND RUIN

A terrible tragedy now darkened all the land of Virginia. O-pech-an-ca-no resolved to destroy the colony and in the Indian massacre on March 22, 1622, three hundred and forty-seven of the settlers fell in death at the hands of a barbarous and perfidious people. Superintendent Thorpe and seventeen of the people of the University of Henrico, were among the slain, and five victims fell at Charles City, the seat of the East India School. Whether these last were the five tenants sent by the Company to till its lands cannot now be known, but it is probable that they were. The direful calamity stayed the progress of education in the Colony. Had it not been so the East India School and the University of Henrico, with equipment, and preparatory schools "teaching some children fit for the College" would have begun its work fifteen years before Harvard, seventy-two years before William and Mary opened its doors to students and eighty years before Yale had an existence.

EDUCATION IN VIRGINIA BEFORE THE REVOLUTION

In 1624, two years after the massacre, King James, by *quo warranto* proceedings, dissolved the Virginia Company of London, and Virginia became a Crown Colony. The Established Church of England had already divided the settled portion of the Colony into parishes and it was in these that Sir Francis Wyatt, the governor, in 1621, was directed by the Company "to have taught some children fit for the College."

THE PARISH SCHOOLS—FREE SCHOOLS ESTABLISHED BY INDIVIDUALS

Wyatt's instruction was doubtless, the origin of the Parish or Parochial Schools in Virginia. Thenceforth for more than a hundred years the records of the schools belong to the history of the Church rather than to the annals of the Colony. Therefore, historians of that time gave but little attention to educational matters. From the acts of the House of Burgesses we learn that in 1643, Benjamin Symms devised a freehold of two hundred acres on Poccasin river in Elizabeth City County for the support of a *free* school for the education and instruction of the children of the parishes of Elizabeth and Kiquotan. It also appears that, soon after, Thomas Eaton died, and having been prompted by the good intent of Symms, left an estate in the same county for a similar purpose. In 1675 Henry Peasley devised by will six hundred acres of land in Gloucester county, for the maintenance of a *free* school for the education of the children of Abingdon and Ware parishes forever. It was known as the "Peasley Free School, and it continued its good work for full eighty years without interruption.

In 1660, the House of Burgesses provided for the establishment of a College, but there were delays and it was not until 1693 that William and Mary College, the oldest institution of learning south of the Potomac river, was opened for the admission of students.

John Burk, the Virginia historian, writing in 1804, of the conditions in the Colony immediately preceding the Revolution, says: "Although the arts by no means kept pace with commerce, yet their infant specimens gave a promise of maturity and glory. The science of education had gradually become more liberal and men of erudition, attracted by the rising fame of the Colony, and the generous patronage of the Legislature, abandoned their countries and came as teachers to Virginia. The College of William and Mary had been open for three quarters of a century and many young men who were to be among the founders of this nation, thereby raising high their own fame and the glory of their country, had already gone out from its walls."



STATE CAPITOL, CHARLESTON

EDUCATION IN VIRGINIA AFTER THE REVOLUTION

With the close of the Revolution, the Established Church ceased to exist in Virginia, and the titles to the Glebe lands and other property vested in the State, or rather in the counties in which these were situated, and thus terminated the Parish Schools.

THE CHARITY SCHOOLS

This gave rise to what were known as "Charity Schools". The people of King George, New Kent and other Parishes, petitioned the General Assembly for needed legislation in the disposition of this property, and in some, as in the first named county, free schools were established with the proceeds of its sales; while in others, among them New Kent, the funds were used for building houses and employing teachers for the education of poor children—hence the Charity Schools. Then, too, numbers of similar schools were established and maintained by charitably disposed persons for the children of indigent parents and the Charity Schools—free schools for poor children—became widely known in Virginia.

THE "PRIVATE" OR "SELECT" SCHOOLS

At the same time—the close of the Revolution—another class of schools known as "Private" or "Select" Schools came into operation. Their work was much the same as that of the old Parish Schools. They were established and maintained by a few families whose children were the only pupils. In them teachers were employed and paid pro rata by patrons. They continued long and traces of them may still be found in the Virginias.

AN HISTORICAL VIEW OF THE OLD PART OF WEST VIRGINIA

Before proceeding to consider the beginnings of education in West Virginia, let us notice briefly the first settlements of white men within its borders. The "Eastern Pan-Handle," comprising the counties of Berkeley, Jefferson, and Morgan, and the Valley of the South Branch, in which are Hampshire, Hardy, and Pendleton counties, may be called the "Old Part of West Virginia." John Lederer, an explorer sent out by Governor Berkeley, looked over on this region from the summit of the Blue Ridge in 1769; but no white man found a home within its borders until the coming of Morgan *ap* Morgan in 1727, when he reared his cabin home on the site of the present village of Bunkerhill, Berkeley county. The same year a band of Pennsylvania Germans, seeking homes, crossed the Potomac at the "Old Pack Horse Ford" and one mile above, on the south side of the river, amid the gray lime-stone, halted and founded a village which they named New Mecklenberg, from the old city of that name in the far away Fatherland. That was the beginning of

ARMORY, WEST VIRGINIA UNIVERSITY, MORGANTOWN



Shepherdstown, now in Jefferson county. In 1732, Joist Hite, with a colony of sixteen families crossed the Potomac at the "Old Pack Horse Ford" and these found homes in the Lower Shenandoah Valley. In the years immediately following, daring frontiersmen built their cabins along the Opequon, Back creek, Tuscarora creek, Little and Great Cacapon and and in the South Branch Valley. The region in which these settlements were made was, from 1720 to 1734, on the western outskirts of Spotsylvania county; from the last mentioned year to 1738, it was included in Orange county. That part of this county lying west of the Blue Ridge was at that date, divided into two counties—Frederick and Augusta—so named in honor of Frederick, Prince of Wales, and his highly esteemed consort, Augusta of Saxe-Gotha, who died sincerely lamented by the English nation. Frederick county then embraced all of the West Virginia settlements until 1754, when Hampshire county, named from old Hampshire in England, was formed from western Frederick so as to include the whole of the South Branch Valley. In 1772, Frederick was divided into three parts and Berkeley county formed from its northern third in which were chiefly the West Virginia settlements then existing. From eastern Berkeley, Jefferson county was set off in 1801; and from its western part, Morgan county was formed in 1820. These three counties now form the "Eastern Pan-Handle" of the State. The District of West Augusta was formed west of Hampshire county in 1776, and from it the same year the counties of Monongalia, Ohio, and Youghiougheny were created, but the latter was extinguished by the western extension of Mason and Dixon's Line. Further to the southward, Greenbrier county was formed in 1777, from parts of Botetourt and Montgomery counties which had been set off previously from West Augusta. Kanawha county was taken from Western Greenbrier in 1789. Thus was county organization extended over this trans-Allegheny Region—West Virginia even to the Ohio River. Herein we are now to look for the beginnings and development of education.

EDUCATION IN WEST VIRGINIA BEFORE THE REVOLUTION

But little can be known of the first schools in West Virginia in the early years of its settlement, for from the year 1727, when Morgan *ap* Morgan, the first settler within the bounds of the State, reared his cabin home, until General Wayne, in 1794, broke the savage power at the battle of Fallen Timbers on the Maumee river—a period of sixty-seven years—there was little else than savage warfare in West Virginia. In these days of alarm, of midnight burnings, of the encounter of the rifle, of the tragedy of the tomahawk and scalping knife; when the people were confined in frontier forts, block-houses, and stockades, there could be but little time for education, for culture or refinement. Yet, strange as it may seem, the little log schoolhouse might be seen here and there in the deep recesses of the wilderness long before the Revolution. The earliest reference to a West Virginia school house which the writer has seen is that contained in an entry in the journal of George Washington, when in 1747, he was survey-

ing lands for Lord Fairfax on the Upper Potomac, and in the South Branch, Cacapon and Patterson Creek Valleys in the Old Part of West Virginia. On the 18th of August of that year, he surveyed a tract by beginning at a station in "the School House Old Field." But no stream or other object is mentioned by which this location can be determined, nor can this be done by any contemporary surveys. It is believed to be far up the South Branch Valley, at what is known as the "Indian Old Fields" in Hardy county.

The first definite mention regarding a school in the South Branch Valley is that a man of the name of Shrock began teaching in a cabin at Romney, the seat of justice of Hampshire county, in 1753—one hundred and fifty-one years ago—and continued for several terms, then went—none knew whither. That was not a long time ago, but it was two years before the beginning of the French and Indian War; ten years before the fall of Quebec; twenty-one years before a white man found a home in Kentucky, and twenty-three years before the signing of the Declaration of Independence.

The Parish Schools so common in Virginia east of the Blue Ridge and in the Upper Shenandoah Valley, were almost unknown in what is now West Virginia. Old Frederick Parish included the early West Virginia settlements in what are now Hampshire, Hardy, Berkeley, Morgan, and Jefferson counties, and as these were formed other parishes were created but there is little evidence of the existence of Parish Schools therein.

EDUCATION IN WEST VIRGINIA AFTER THE CLOSE OF THE REVOLUTION

In June, 1776, Virginia adopted a Constitution—the first framed for an American State—and there was not the slightest reference, even that of a word, relating to education. The State began her existence without any legal provision whatever relating to schools, in her organic law.

The Charity Schools before described can scarcely be said to have had any existence west of the Blue Ridge. A few, however, appear to have been opened in Berkeley, Hampshire, and some of the more western counties as they then were. J. E. Norris, the historian of the Lower Shenandoah Valley, says: "These Charity Schools were sometimes maintained at the expense of the towns where they were located, and others were established and supported by the generosity of individuals, and none but extremely poor parents ever thought of sending their children to them, they being patronized by orphans and very indigent persons." As late as 1817, the General Assembly provided that all moneys in the hands of any county or corporation acquired from the sale of glebe lands should be applied to the education of poor youth therein. This act, however, was chiefly operative in the eastern part of the Commonwealth. As before stated the "Private" or "Select" schools were long in operation and did good work. Similar schools in modified form still exist in West Virginia.

THE COMMON PRIMARY SCHOOLS

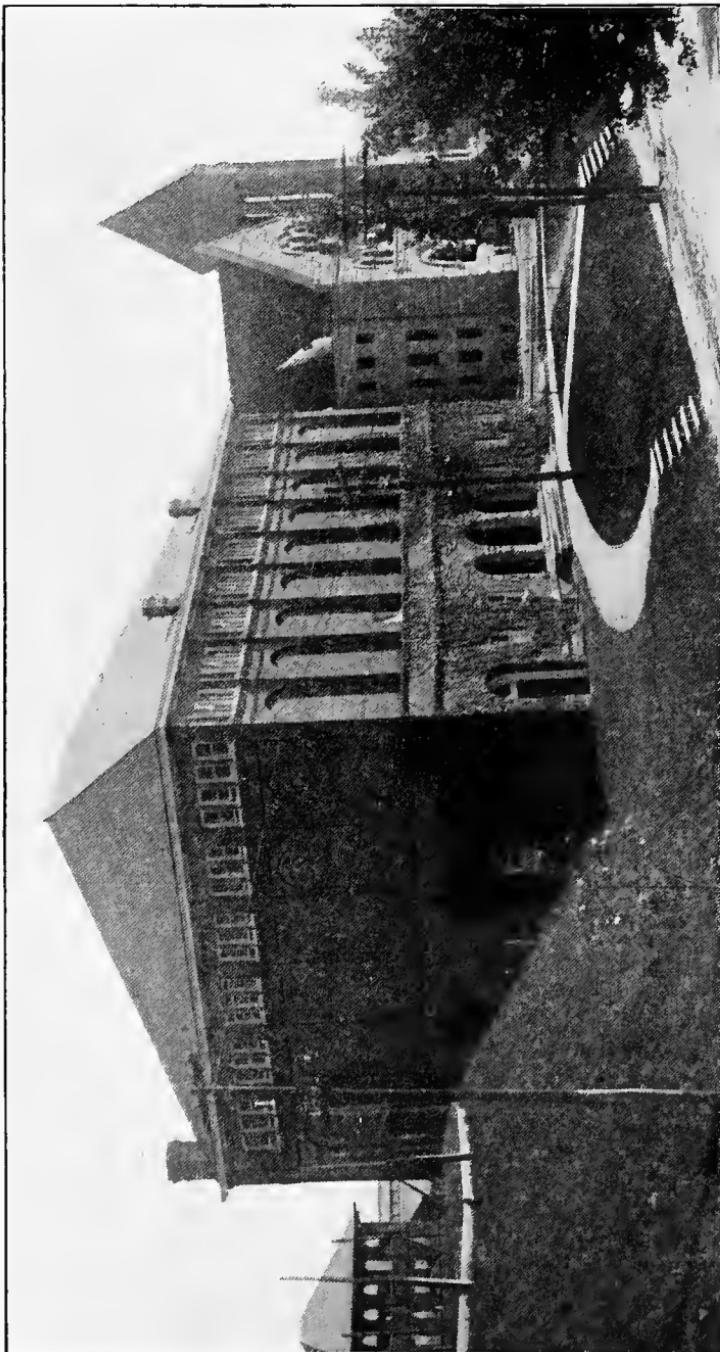
We are now to notice the most important system of schools that ever

had an existence on the Virginia frontier—now West Virginia. These, known as Common Primary Schools, were established as pioneer schools by the frontiersmen who assembled in their respective neighborhoods, erected the school houses at their own expense, and then employed the teachers. These schools differed from the "Private" or "Select" schools in this: They were open to *all* children of *all* parents who were able and willing to pay tuition. They were the historic schools of early West Virginia. Thousands of them were established in the long period through which they continued, for under the name of "Old Field Schools" they were in operation nearly a hundred years. They are to receive notice more fully as this article progresses.

THE FIRST PUBLIC SCHOOL LAW THAT Affected WEST VIRGINIA

Notwithstanding the lack of constitutional authority, the General Assembly, on December 26, 1796, enacted the first Virginia School Law that in any way effected West Virginia. At that time, ten of the present West Virginia counties had an existence; these were Hampshire, Berkeley, Monongalia, Ohio, Greenbrier, Harrison, Hardy, Randolph, Pendleton, and Kanawha, formed in the order named. This act was called the "Aldermanic School Law," and it contained a preamble in which it was said that "Whereas it appeareth that the great advantages which civilized and polished nations appear to enjoy, beyond the savage and barbarous nations of the world, are principally derived from the invention and use of letters, by means whereof the knowledge and experience of past days are recorded and transmitted, so that man, availing himself in succession of the accumulated wisdom and discoveries of his predecessors, is enabled more successfully to pursue and improve not only those acts which contribute to the support, convenience and ornament of life, but those also which tend to illuminate and ennable his understanding and his nature." Further, that "if the minds of the citizens be not rendered liberal and humane, and be not fully impressed with the importance of the principles from which these blessings proceed, there can be no real stability or lasting permanency of the liberty, justice and order of a republican government."

With a view, therefore, to lay the first foundation of a system of education which should tend to produce these desirable results, it was provided in this act that in each county of the State, the people should annually elect "three of their most honest and able men" to be called Aldermen of the county; that these should meet annually on the second Monday in May, at their court house, there to consider the expediency of putting the act into execution, having regard to the state of the population within the county; that if this was deemed best, they should proceed to divide the county into sections, regulating the size of these so that each should contain a sufficient number of children to make up a school; that each section should be given a particular name; that a list of these names should be supplied to the clerk of the county court who was required to make record thereof in his office; that these should remain unaltered until a change was rendered necessary by an increase or decrease in inhabitants,



COMMENCEMENT HALL AND LIBRARY, WEST VIRGINIA UNIVERSITY, MORGANTOWN

and that then succeeding Aldermen should make such change as the county court directed. After this action had been taken by the Aldermen, it was made the duty of the householders of each section to meet on the ensuing first Monday in September at such place as the Aldermen should have designated and given notice of; and when thus assembled, they should agree upon the most available site for the location of a schoolhouse. If a tie resulted, it was the duty of the Aldermen living outside the section to cast the deciding votes. A site having thus been chosen, the Aldermen were at once to proceed to have a schoolhouse erected, kept in repair, and rebuilt when necessary; but in the latter case the householders were again to assemble and determine whether this should be upon the same site or another.

When the house was ready for occupancy, it was the duty of the Aldermen to select a teacher for the school who might be removed by them for cause; and it was their duty, or at least that of one of them, to "visit the school once in every half year at least," examine the pupils, and superintend the conduct of the teacher in everything relative to his school, in which the law declared "there shall be taught reading, writing, and common arithmetic; and all free children, male and female, resident within the respective sections, shall be entitled to receive *tuition gratis*, for the term of three years; and as much longer at private expense as their parents, guardians, or friends shall think proper." The expense of building the house and the salary of the teacher in the different sections, was defrayed by the inhabitants of each county in proportion to the amount of their public assessments and county levies. This was to be ascertained by the Aldermen of each county respectively, and to be collected by the sheriff just as other public taxes are collected; and it was made the duty of this official to pay all school money to the Alderman. Such was Virginia's first Free School Law, enacted one hundred and eight years ago, by the provisions of which, schoolhouses were to be erected and teachers employed at public expense; and all children were to have three years schooling, *tuition gratis*.

This was made operative from and after the first day of January, 1797. As stated, there were at that time, ten of the present West Virginia counties then existing and they covered the entire area of the present State. How many of them put into force and operation "The Public School Law of 1796" can now only be learned by investigation and research among the musty and dusty records of more than a century ago. But action was taken by at least some, perhaps all of them, for certain it is that at the beginning of the century ensuing, schools were established here and there over West Virginia where there was a sufficient population. The Indian wars were past. The frightful warwhoop of the savage was no more heard south of the Ohio; and these frontiersmen, brave as ever dared the perils of the wilderness, did assemble, select sites, and provide for the building of schoolhouses, whether in the section as prescribed by the "Law of 1796," the cost of erection to be defrayed by taxation, or by their own hands and at their own cost, certain it is that they were provided and in them began a system of schools ante-dating the Louisiana Purchase and the admission of Ohio into the Union.

GENERAL VIEW, WEST VIRGINIA UNIVERSITY, MORGANTOWN



THE LITERARY FUND OF VIRGINIA AS AN EDUCATIONAL FACTOR IN WEST VIRGINIA

We are now to make inquiry regarding what was known for more than fifty years as the "Literary Fund of Virginia." Prior to 1776—the beginning of the Commonwealth—escheats, penalties, and forfeitures in the Colony went to the King. From the last mentioned date to 1809—a period of thirty-three years—the moneys derived from these sources were placed to the credit of the General State Fund. But in Section 1 of Chapter XIV of the Acts of 1809, it was provided "That all escheats, confiscations, forfeitures, and all personal property accruing to the Commonwealth as derelict and having no rightful owner, which have accrued since the second day of February one thousand eight hundred and ten, and which shall hereafter accrue to the Commonwealth, be, and the same are hereby appropriated to the encouragement of learning; and that all militia fines and the arrears thereof, due to the Commonwealth on the eleventh day of February one thousand eight hundred and eleven, and thenceforth accruing or to accrue, be also and the same are hereby appropriated to the encouragement of learning."

The act which thus created the "Literary Fund" declared that it should "be appropriated to the sole benefit of a school or schools to be" kept within each and every county in the Commonwealth, subject to such orders and regulations as the General Assembly shall hereafter direct. And, whereas, the object aforesaid is equally humane, just and necessary, involving alike the interests of humanity and the preservation of the Constitution, laws and liberty of the good people of this Commonwealth; this present General Assembly solemnly protests against any other application of the said Fund by any succeeding General Assembly to any other object than *the education of the poor.*"

In 1810, the Auditor of Public Accounts was directed by Act of the Assembly to open an account to be designated "The Literary Fund" and to place to its credit every payment made on account of any of the escheats, confiscations, forfeitures, fines and penalties appropriated to the encouragement of learning. In the same year the Governor, Lieutenant-Governor, Treasurer, Attorney-General, and President of the Court of Appeals, and their successors in office were constituted a body corporate under the name and style of the "President and Directors of the Literary Fund," of which the Governor was the presiding officer. It was to make an annual report to the General Assembly showing the condition of the funds committed to its care, with such recommendations for the improvement thereof as seemed advisable. For the speedy and certain collection of all moneys due to the Literary Fund, the President and Directors were required to appoint in each county an attorney or agent who acted without any fee or emolument in reporting all funds due to or collected and not paid into the State Treasury to the credit of the Literary Fund, which the President and Directors were empowered to invest in the stock of banks within the Commonwealth.

On the 9th of February, 1814, it was enacted that the titles to all lands and lots forfeited for the non-payment of taxes should vest in the Presi-

dent and Directors of the Literary Fund, and all tax thereon be extinguished, and all moneys afterward received from the redemption or sale of these lands and lots were absolutely deemed to be a part of the Literary Fund.

On the 20th of February, 1812, the General Assembly authorized the Farmer's Bank of Virginia to make loans to the National Government to aid it in the prosecution of the Second War with Great Britain; and by an act of February 24, 1816, the Literary Fund was largely increased by the donation or appropriation to it of these loans as they were paid back by the United States.

THE APPLICATION OF THE LITERARY FUND

It is seen that the primary object of the creation of the Literary Fund was the education of the children of indigent parents—that is of the poor youth of the Commonwealth. For the purpose of carrying into effect this primary object of its institution, the Assembly, in 1817, directed the President and directors to set apart annually the sum of \$45,000 to be paid to the several counties in such proportion as the free white population of each bore to that of the whole State. At the same time it was made the duty of the court of each county to appoint not less than five nor more than fifteen discreet persons to be called "School Commissioners" who were to meet annually in November at the Court House and to hold such extra meetings as might be necessary. A majority formed a quorum. One of the members was elected Treasurer and authorized to receive for his county its quota of the Literary Fund. Before doing this he was required to give bond in the penalty of two thousand dollars payable to the President and Directors of the Literary Fund.

The commissioners had power to determine what number of poor children they would educate in their county; what sum should be paid for their education; to authorize each of themselves to select so many children as they may deem expedient, and to draw orders upon their treasurer, for the payment of the expense of tuition and of furnishing such children with proper books and materials for writing and ciphering. The poor children thus selected were (with the assent of father, mother, or guardian) sent to such school as was most convenient, therein to be taught reading, writing and arithmetic.

The said school commissioners were required to present annually a statement to the President and Directors of the Literary Fund, exhibiting the number of schools and indigent children in their county; the price paid for their tuition; the number of indigent children educated in such schools; and what further appropriation from the Literary Fund would, in their opinion, be sufficient to furnish the means of education to all the indigent children in their county.

In 1817, the sum of \$15,000 per annum was appropriated out of the resources of the Literary Fund for the purpose of procuring land and permanently endowing the University of Virginia; but it was declared that this should in no wise impair or diminish the appropriation made for



MORRIS HARVEY COLLEGE, BARBOURSVILLE

the education of the poor in the several counties of the Commonwealth. January 25, 1819, an additional \$20,000 was appropriated out of the revenue of the Literary Fund for the education of the poor; but this was repealed at the same session by an act of March 3, 1819. On the same date the Assembly passed an act to reduce into one act the several acts concerning the Literary Fund. This took effect January 1, 1820, when all legislation relating to the Literary Fund previously to that date was in full force and operation. The fund increased rapidly and on the 30th of September, 1833, it amounted to \$1,551,837.47, of which \$1,501,803.34 were profitably invested in stocks and bonds. The appropriation for the education of poor children had, in the past thirteen years, been largely increased.

EDUCATION IN WEST VIRGINIA IN THE EARLY PART OF THE NINETEENTH CENTURY

We have seen how the "Aldermanic School Law" was enacted in 1796, and how the "Common Primary Schools" previously existing were so modified by it that all white children might attend them *three years tuition gratis*. To that extent they were *free schools*. And this very fact, of itself, developed opposition to them. The people—some of them—had in mind the poverty feature of the old Charity Schools of other days. "Hence there was," says Norris, an author before quoted, "a certain stigma attached to these lower schools, not alone for the contact with poor children, whose rude manners may have been entailed upon them by an idle and dissolute father, or a worthless mother, but from the innate Virginia idea of independence; that sense of not being dependent upon their fellow men or the State, for material support or assistance, especially in the matter of education of their children. This feeling, the result of experience in this regard, was ingrained and set." This, of itself, produced much of the illiteracy of the Commonwealth. But a large part of the people patronized these schools and when the three years of *tuition gratis* were passed, paid tuition and kept their children in school. Very many of these frontiersmen—pioneers of the wilderness—were unable to do this, and the short term of but a few months the three years of *free school* afforded but scant opportunity for the education of their children who thus grew up in ignorance if not in illiteracy. It was to meet these conditions that the Literary Fund was created, and it became a mighty educational factor despite the refusal to accept its benefactions by so many of those for whom they were intended.

A VIEW OF EDUCATIONAL CONDITIONS IN WEST VIRGINIA IN 1833

A view of educational conditions in 1833, will be of interest. This date has been selected because it is just thirty years before West Virginia was admitted into the Union and that period may be said to have been the "boyhood days" of the men who made the State.

The Common Primary Schools under the provisions of the "Aldermanic School Law of 1796" were in operation, as were other schools of higher order. Joseph Martin's "Gazeteer of Virginia," published at that time

shows that schools of various grades existed generally throughout West Virginia. Of the many he mentions a few. Evidence the following: At Martinsburg there were one male and one female academy and three common schools; at Wellsburg, one academy in which were taught the Greek and Latin languages, with three female and one male English school; at Barboursville, one common school; at Guyandotte, one primary school; at Anthony's Creek, three common schools; at Frankfort, two common schools, one for males and one for females; at Lewishburg, one academy and one common school; at Cold Stream Mill, one classical school; at Springfield, one Seminary in which were taught all the necessary branches of an English education; at Trout Run, one common school; at Bridgeport, one common school; at Clarkshurg, one academy and two common schools; at Lewisport, one common school; at Pruntytown, one common school; at Shinnston, one common school; at Ripley, one common school; at Ravenswood, three common schools; at Charles Town, one academy and several other schools; at Harpers' Ferry, two academies—one male and one female—and two common schools; at Middleway, two common schools; at Charleston one academy and one infant school—kindergarten, the first in the State; at Buckhannon, schools taught in the winter; at Leading Creek, two common schools; at Weston, one common school; at Ballardsville, two schools in which were taught all the branches of an English education; at Point Pleasant, one common school; at Blackville, one common school; at Glenville, one common school; at Polsley's Mills, one common school; at Morgantown, one academy of two departments in which were taught the languages, painting, drawing, etc., and one common school; West Liberty, one academy and two common schools; at Huntersville, one school in which the ordinary branches of an English education were taught; at Brandonville one common school; at Beverly, one common school; at Middlebourne, one common school; at Parkersburg, three common schools.

The revenues of the Literary Fund, which, as we have seen, amounted at this time to more than a million and a half of dollars, were also being used to advance educational interests. There were then twenty-four of the present counties of West Virginia checkered on the map of Virginia. These were Berkeley, Brooke, Cabell, Fayette, Greenbrier, Hampshire, Hardy, Harrison, Jackson, Jefferson, Kanawha, Lewis, Logan, Mason, Monongalia, Monroe, Nicholas, Ohio, Pendleton, Preston, Pocahontas, Randolph, Tyler, and Wood. The operations of the President and Directors of the Literary Fund for the year 1833, may be seen by the following table in which is shown for the several counties, the number of school commissioners, of common primary schools, of poor children, of poor children sent to school, the aggregate day's attendance of poor children in school; the average day's attendance at school of each poor child, the average rate of tuition *per diem* for each poor child, the average amount paid from the Literary Fund for each poor child, and the total amount of expenditures of the Fund in each county.

TABLE SHOWING SCHOOL STATISTICS BY COUNTIES IN
WEST VIRGINIA SEPTEMBER 30, 1833

COUNTIES	No. of School Commissioners in each county.	No. of common primary schools attended by poor children.	No. of poor children in each county.	No. of poor children sent to school.	Aggregate number of days attendance of poor children at school.	Average number of days attendance of each poor child at school.	Rate of tuition <i>per diem</i> in each county.	Average amount paid from literary fund for each child.	Total amount of expenditures in 1833 for tuition and other expenses, in each county.
Berkeley....	15	34	530	349	24,518	70	3 $\frac{1}{4}$	\$ 2.45	\$ 854.14
Brooke....	9	29	410	268	19,383	72	2 $\frac{1}{2}$	1.98	530.13
Cabell....	7	17	200	117	6,399	55	4	2.40	287.76
Fayette....	*								
Greenbrier....	10	20	500	239	21,106	50	4	2.25	537.90
Hampshire....	11	48	800	545	22,048	40	4	1.67	912.14
Hardy....	15	21	250	100	7,646	76	4	3.32	332.23
Harrison....	15	86	900	754	36,200	48	2 $\frac{1}{2}$	1.29	976.13
Jackson....	*								
Jefferson....	14	31	350	217	17,105	78	4	3.25	705.26
Kanawha....	14	24	450	298	19,217	64	4	2.73	814.72
Lewis....	9	34	500	235	11,654	50	2 $\frac{1}{2}$	1.30	304.99
Logan....	*								
Mason....	9	19	175	127	6,697	53	3 $\frac{1}{4}$	2.23	283.41
Monongalia....	9	80	1,000	637	32,341	51	2 $\frac{1}{2}$	1.31	889.15
Monroe....	11	25	450	192	10,454	54	3 $\frac{1}{2}$	2.05	395.40
Nicholas....	7	18	150	99	5,214	52	3	1.82	179.80
Ohio....	10	40	500	282	23,032	81	2 $\frac{1}{2}$ -12	1.84	520.06
Pendleton....	15	36	400	356	14,298	40	3 $\frac{1}{4}$	1.45	515.43
Preston....	7	23	220	190	9,374	49	3	1.61	306.14
Pocahontas....	5	17	120	100	6,018	60	3	2.11	211.29
Randolph....	9	22	350	197	7,947	40	3 $\frac{1}{4}$	1.37	280.64
Tyler....	11	20	450	216	10,958	51	2	1.20	259.46
Wood....	9	34	400	288	11,627	40	3	1.27	366.32
Totals....		678	9,135	5,816	220,656	.....	.....	\$ 10,454.42	

* Reports not made in time to be included in Auditor's Report for the year.

From the foregoing table, it appears that of the twenty-four West Virginia counties then existing, twenty-one made reports and that there were in these from five to fifteen commissioners in each, with 678 primary schools attended by 5,816 poor children—the beneficiaries of the Literary Fund—that they were present 220,656 days, and that \$10,454.42 were expended in payment of their tuition from this Fund. If the reports of the other three counties—Fayette, Jackson, and Logan—were at hand, these several numbers would be considerably increased. Of course, this table does not show the number of pupils in these schools whose tuition was paid by parents or guardians. Neither does it show the number of schools in the counties at which no poor children were in attendance.

Joseph Martin, an enthusiastic Free School man, writing at this time, said: "Experience has already demonstrated the utility of even the existing system, and thousands who must have groped through life in the darkness of ignorance, have had the cheering light of knowledge shed upon them by means of the Common Primary Schools."

Successful work was done in these western counties for by the census of 1840 there were more illiterate white persons in Virginia, east of the Blue Ridge than were on the west side of that mountain barrier.

THE VIRGINIA SCHOOL LAW OF 1846

Thus from 1833 to 1846—a period of thirteen years—school matters continued without change. Full fifty years had come and gone since the introduction of the Aldermanic School System under the law of 1796, and now this was to be remodeled. On the 5th of March, 1846, the General Assembly passed "An Act Amending the Present Primary School System." Important changes were made. Now it was made the duty of the county court of each county, at its ensuing October term, to lay off according to accurate and well known boundaries, the territory of the county into any number of districts, having regard to the territorial extent and population of the same, and to appoint for each of the districts one school commissioner. These, when appointed, constituted collectively the Board of School Commissioners for the county. It was to meet at the Court House in the ensuing November, and, having organized, proceed to elect a superintendent of the schools of the county, who should execute a bond payable to the directors of the Literary Fund, and who should perform the duties of treasurer and clerk of the board. The commissioner of each district transacted the school business within it; registered and reported to the county superintendent all the children within his district between the ages of five and sixteen years; entered into a contract with the teachers of his district to teach a number of indigent children as many days as his district's proportion of the county's quota of the Literary Fund would pay for, and required this teacher to keep an accurate account of the attendance of such children. Reports were made to the county superintendent who kept a record of all the children enrolled in the schools of his county, and reported the same to the Board with such information as he deemed useful to it. In September of each year he made an annual report to the Directors of the Literary Fund, showing his receipts and disbursements, the ages and sexes of the children of the county, with the actual number of days of attendance of indigent pupils, and the amount of compensation *per diem* paid to teachers for their instruction. For his services, he received two and a half per cent of the amount passing through his hands and actually expended for the purposes of education. This law was in no wise an improvement over that which preceded it. It was the continuation of the same system that had been in operation for more than fifty years, but under changed conditions, and it was not to end until civil war came to desolate the land.

"THE OLD FIELD SCHOOLS"

It has been stated that these Common Primary Schools as they existed under the Law of 1796 and under that of 1846, as well, came to be known as "Old Field Schools" from the location of the schoolhouses.

THE WEST VIRGINIA SCHOOLHOUSE OF THE OLDEN TIME

No matter how the selection of a site was made. It was the same. Down on the broad river bottoms, in the valleys of smaller streams, or

among the hills where was a bubbling spring or rippling brook, a spot, in juxtaposition to half a dozen or more cabin homes was agreed upon by the heads of the families as a suitable place for a schoolhouse. It was an old "clearing" which tradition said was made by a man who was killed by the Indians, lost in the woods and never afterward heard of, or, tired of the wilderness, had gone back over "the Ridge"—the Blue Ridge.

There, on the margin of that "improvement"—an "old field"—where half a dozen paths bisected, with the primitive forest in the rear and the plat of wild grass and tangled weeds in front, these men—advance guard of civilization—reared the schoolhouse. Rude structure it was; in size, perhaps 16x18 feet; the walls built of logs, sometimes hewn, but usually round, and from eight to twelve inches in diameter—the interstices chinked with sticks and stones and daubed with clay; the roof of clapboards held in place by heavy weight poles; the door of slabs hung on wooden hinges; the floor, if any, was made of puncheons split from the body of a large tree and hewn so as to have somewhat the quality of smoothness; a fireplace, ample as that of an ancient baron, spanned over half of one end of the building and was surmounted by a "cat-and-clay" chimney, not unlike a tall partridge trap, ever tottering to its fall. Logs ten inches in diameter, split in halves, and pins or legs inserted in the oval sides, answered for seats. Along the side of the wall pins were inserted and on them rested a broad slab, sloping downward, used as a writing desk; just above it, a log was chopped out and in its place was a long frame-work resembling sash for holding a single row of panes of glass, in the absence of which,



ONE OF THE GRAFTON SCHOOL BUILDINGS

greased paper was sometimes pasted to admit the light. Such was the structure in which was taught the "old field school" of the long ago. It was used alike for school purposes and divine worship, and in neither was it void of results.

THE SCHOOL AND THE SCHOOL MASTER

Autumn came. A stranger appeared upon the scene and the report went from cabin to cabin that there was a schoolmaster in the neighborhood. Look at him. He is clad in the garb of the border. Whence he came, none know. He brings no credentials or diploma from a college faculty, for none is required. It is only necessary that he teach the three R's—reading, writing and arithmetic. He binds himself to do this in his "article" which he carries from house to house, soliciting subscriptions to the school which he is to "keep" for so much a "quarter" and "board 'round"—that is with the pupils. Then he goes to the school commissioner of the section of district, who, in compliance with the law of '96 or of '46, enters into a contract to pay from his quota of the Literary Fund the tuition of the indigent children of the neighborhood. Then the day is announced for school to begin and it is understood that the "master" will board the first week at John Smith's but none can divine where he will stay the next.

Monday morning comes. The "master" goes early and with the aid of one of Smith's big boys, puts on a "hack-log," and soon a fire is roaring on the hearth. Then the boys and girls for half a dozen miles around begin to arrive. William Jones cannot come this week, for his father did not get his shoes made, owing to the fact that the leather "stayed green" too long in the tan trough. Bettie Davis is not there either for her mother did not get her linsey-woolsey frock made in time. The master, meantime, has been making preparations for the "quarter" by cutting a bundle of withes in the forest near by. All is in readiness, and a stentorian voice from the door cries out "Come in to books." In they go, with lunches in chip baskets made from the tough splits of the oak or hickory of the hills. Under the arms are copies of the "English Reader" and Webster's "Elementary Speller." And now, woe be to the one who provokes the wrath of him who presides over this temple of learning. The "quarter" closes in due time; the master collects tuition from the parents who are able to pay this; then, with sworn statement of amount due for teaching the indigent children he proceeds to the treasurer of the county school commissioners, from whom he receives this—then goes, perhaps none know where.

Such was the "jolly old pedagogue" of "ye olden time." Many of them were highly educated men and they filled their mission well. In that "Old Field Schoolhouse," we, in imagination, see one of them yet. Thoughtfully he stands by an apperture in the wall, called by courtesy a window, either mending pens or making new ones from the quills from the wing of the goose, the wild turkey or, perchance, from that of the eagle—brave bird of the mountain—for some of the dozen flaxen-haired urchins some of whom are afterward to be the boast of their country, or the warriors or magistrates of embryo states in the West.

THE BOYS AND GIRLS OF THE "OLD FIELD SCHOOLS"

Statistics of these times show that tens of thousands of boys and girls attended these "Old Field Schools." There they learned discipline and to spell and read and write and cipher; but that nobler independent manhood was due to instruction within no more than exercise without. For did not the Romans, even the wealthiest of them, teach their sons and daughters to be tolerant of hunger and cold, to go barefoot on the campus and to swim the Tiber in January? May be there was not enough of book lore in these Old Field Schools, but the boys had their early privileges that other generations have not had. There was the brave walk through the sleet and the snow; the game of hide-and-seek among the chinquepin bushes, the bull-pen-ball, the scramble for the wild grapes, the chase of the flying squirrel through the thickets of laurel, the bloom of which other boys and girls have made the State flower; the climbing high among the limbs to dislodge the raccoon from his hole in the black gum tree. We wonder what has become of the boys that went to the Old Field School at Bear Creek, Big Bend, Locust Knob, Sugar Camp Hollow, Deer Creek, and a thousand other places among the West Virginia hills. Many thousands of them stayed in the land of their nativity and they and their descendants became the home builders of West Virginia. They helped to shoot barbarism out of the Ohio Valley. Some went to become founders of other states and to never return. Some went away awhile and then came back to tell of steam-boats, and Richmond and Pittsburg, and Cincinnati, and fireworks; some warred with the Briton in 1812; others studied war with Scott and Taylor in Mexico. But others went to make names that are long to last; two early governors of Ohio attended the Old Field Schools of Berkeley county; Reuben Chapman, one of the best governors Alabama ever had, was a student in the Old Field Schools of Randolph county; Jesse Quinn Thornton, who wrote the first constitution of Oregon attended the Old Field Schools of Mason county; Lorenzo Waugh, who was a pupil in an Old Field School in Pocahontas county, then taught in the Old Field Schools of Harrison and Mason counties, afterwards gathered the first Methodist congregation ever assembled in the Sacramento Valley; James T. Farley studied in the Old Field Schools of Monroe county then went to the Pacific Coast, afterward to visit the home of his childhood when a United States Senator from California; Thomas A. Morris attended an Old Field School in Cabell county and was afterwards a distinguished bishop of the Methodist Episcopal Church; Thomas and Samuel Mullody attended the Old Field Schools of Hampshire county, and the former served two years as the tutor of the crown prince of Naples and died while president of Georgetown University; the latter, at the time of his death was president of Worcester College, Massachusetts; Stonewall Jackson attended an Old Field School in Lewis county, won distinction in Mexico, and gave up his life at Chancellorsville for the Lost Cause; Jesse L. Reno attended an Old Field School in Ohio county, achieved honor in Mexico, and died on South Mountain, Maryland, while

gallantly leading the Ninth Army Corps in battle for the Union. No, these Old Field Schools were not barren of results, but were rather a mighty factor in civilization.

WEST VIRGINIA ACADEMIES, SEMINARIES, AND COLLEGES OF THE OLDEN TIME

By far the most important, the most potent factors in early educational work in West Virginia were the many academies which, as chartered institutions, were scattered over the State, and whose management and control were in the hands of the foremost men of the community, who were made bodies corporate by the acts of the General Assembly of Virginia.

We have seen that, for a series of years, the settlements in the Eastern Pan-Handle and the South Branch Valley were included in Frederick county of which Winchester early became the seat of justice. This town was the chief mart of trade long after the formation of Hampshire and Berkeley counties. There, for many years, the people obtained their supplies of merchandise, and there, too, their sons and daughters were first offered the advantages of secondary and higher education. In the Alexandria *Advertiser*, of June 22, 1786—one year before the first newspaper published in the United States west of the Blue Ridge made its appearance—the trustees of the "Winchester, Latin, Greek, and English Schools" advertised that "having elected Mr. Armstrong and Mr. Potter, two gentlemen of character and ability to take charge of the institution, we do hereby give notice that the schools will open on the first Monday in July. They set forth that the "climate is healthful, the country plentiful, and the town growing." Such was the first classical school of the Lower Shenandoah Valley which opened its doors to the young men and women of what is now the eastern part of West Virginia.

The oldest of these institutions within the limits of the State was located at Shepherdstown, now in Jefferson county. The exact date of its establishment is not known, but it antedated the Revolution. Reverend Robert Stubbs, who on the 3rd day of December, 1787, made affidavit that he had witnessed the test trial of James Rumsey's steamboat, on the Potomac, subscribed himself as "Teacher of the Academy at Shepherdstown."

George Washington did much to arouse an interest in secondary education on the part of the people of Virginia. On the 15th of December, 1794, while President of the United States, he wrote Edmond Randolph, the Secretary of State, upon the subject of higher education, and said: "It has always been a source of serious regret to me to see the youth of these United States sent to foreign countries for the purpose of education, often before their minds are formed or they have imbibed any adequate ideas of the happiness of their own; contracting, too frequently, not only habits of dissipation and extravagance, but principles unfriendly to republican government and to the true and genial liberties of mankind, which, thereafter, are rarely overcome."

The age of academies in the Commonwealth had already begun, and

was long to continue. In the following partial list of these institutions in West Virginia, the number, together with date of incorporation, and place of establishment, in the order named, are given; that is to say:

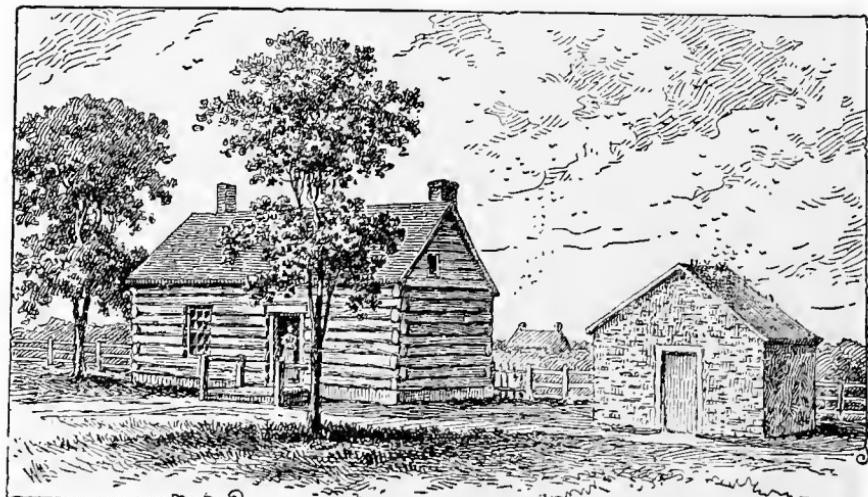
1. The Academy of Shepherdstown, at Shepherdstown, in Jefferson county, incorporated in 17—.
2. The Randolph Academy, at Clarksburg, in Harrison county, incorporated December 11, 1787.
3. The Charlestown Academy, at Charles Town, in Jefferson county, incorporated December 25, 1797.
4. The Brooke Academy, at Wellsburg, in Brooke county, incorporated January 10, 1897.
5. The Mount Carmel School, at West Union, in Preston county—then Monongalia—established in 1801.
6. The Lewisburg Academy, at Lewisburg, in Greenbrier county, incorporated in 1812.
7. The Lancasterian Academy, at Wheeling, in Ohio county, incorporated October 10, 1814.
8. The Monongalia Academy, at Morgantown, in Monongalia county, incorporated November 29, 1814.
9. The Mercer Academy, in Charleston, Kanawha county, incorporated November 29, 1818.
10. The Union Academy, at Union, in Monroe county, incorporated January 27, 1820.
11. The Martinsburg Academy, at Martinsburg, in Berkeley county, incorporated January 28, 1822.
12. The Romney Classical Institute, at Romney, in Hampshire county, established in 1824.
13. The Wheeling Academy, at Wheeling, in Ohio county, incorporated February 21, 1827.
14. The Seymour Academy, at Morefield, in Hardy county, incorporated February 16, 1832.
15. The Red Sulphur Seminary, at Red Sulphur Springs, in Monroe county, opened April 15, 1832.
16. The West Liberty Academy, at West Liberty, in Ohio county, incorporated March 20, 1837.
17. The Marshall Academy, at Guyandotte—now Huntington—in Cabell county incorporated March 13, 1838.
18. The Parkersburg Academy Association, at Parkersburg, in Wood county, incorporated April 5, 1838.
19. The Morgantown Female Academy, at Morgantown, in Monongalia county, incorporated January 30, 1839.
20. The Bethany College, at Bethany, in Brooke county, incorporated in the autumn of 1840.
21. The Preston Academy, at Kingwood, in Preston county, incorporated January 2, 1841.
22. The Huntersville Academy, at Huntersville, in Pocahontas county, incorporated January 18, 1842.

23. The Asbury Academy, at Parkersburg, in Wood county, incorporated February 8, 1842.
24. The Little Levels Academy, at Hillsboro, in Pocahontas county, incorporated February 14, 1842.
25. The Rector College, at Pruntytown, in Taylor county, incorporated February 14, 1842.
26. The Greenbank Academy, at Greenbank, in Pocahontas county, incorporated March 26, 1842.
27. The Northwestern Academy, at Clarksburg, in Harrison county, incorporated March 26, 1842.
28. The Brandonville Academy, at Brandonville, in Preston county, incorporated in 1843.
29. The Weston Academy, at Weston, in Lewis county, incorporated January 18, 1844.
30. The Potomac Seminary, at Romney, in Hampshire county, incorporated December 12, 1846.
31. The Male and Female Academy at Buckhannon, in Upshur county—then Lewis—incorporated February 1, 1847.
32. The Lewis County Seminary, at Weston, in Lewis county, incorporated March 20, 1847.
33. The Wheeling Female Seminary, at Wheeling, in Ohio county, incorporated January 24, 1848.
34. The Buffalo Academy, at Buffalo, in Putnam county, incorporated March 16, 1849.
35. The Academy of the Visitation, at Wheeling, in Ohio county, incorporated March 14, 1850.
36. The Wellsburg Female Academy at Wellsburg, in Brooke county, incorporated March 17, 1851.
37. The Meade Collegiate Institute, at or near Parkersburg, incorporated March 21, 1851.
38. The South Branch Academical Institute, at Moorefield, in Hardy county, incorporated March 31, 1851.
39. The Fairmont Academy, at Fairmont, in Marion county, incorporated February 17, 1852.
40. The Wheeling Female Seminary, at Wheeling, in Ohio county, incorporated April 12, 1852.
41. The West Union Academy, at West Union, in Doddridge county, incorporated April 16, 1852.
42. The Morgan Academy, at Berkeley Springs, in Morgan county, incorporated January 10, 1853.
43. The Logan Institute, at Logan Court House, in Logan county, incorporated February 21, 1853.
44. The Ashton Academy, at Mercer's Bottom, in Mason county, incorporated January 7, 1856.
45. The Point Pleasant Academy, at Point Pleasant, in Mason county, incorporated February 26, 1856.
46. The Polytechnic College, at Aracoma, in Logan county, incorporated February 28, 1856.

47. The Fairmont Male and Female Seminary, at Fairmont, in Marion county, incorporated March 12, 1856.
48. The Harper's Ferry Female Institute, at Harper's Ferry, in Jefferson county, incorporated March 18, 1856.
49. The Woodburn Female Seminary, at Morgantown, in Monongalia county, incorporated January 4, 1858.
50. The Lewisburg Female Institute, at Lewisburg, in Greenbrier county, incorporated April 7, 1858.
51. The Levelton Male and Female College, at Hillsboro, in Pocahontas county, incorporated February 27, 1860.
52. The Union College, at Union, in Monroe county, incorporated March 28, 1860.
53. The Parkersburg Classical and Scientific Institute, at Parkersburg, in Wood county, incorporated March 18, 1861.

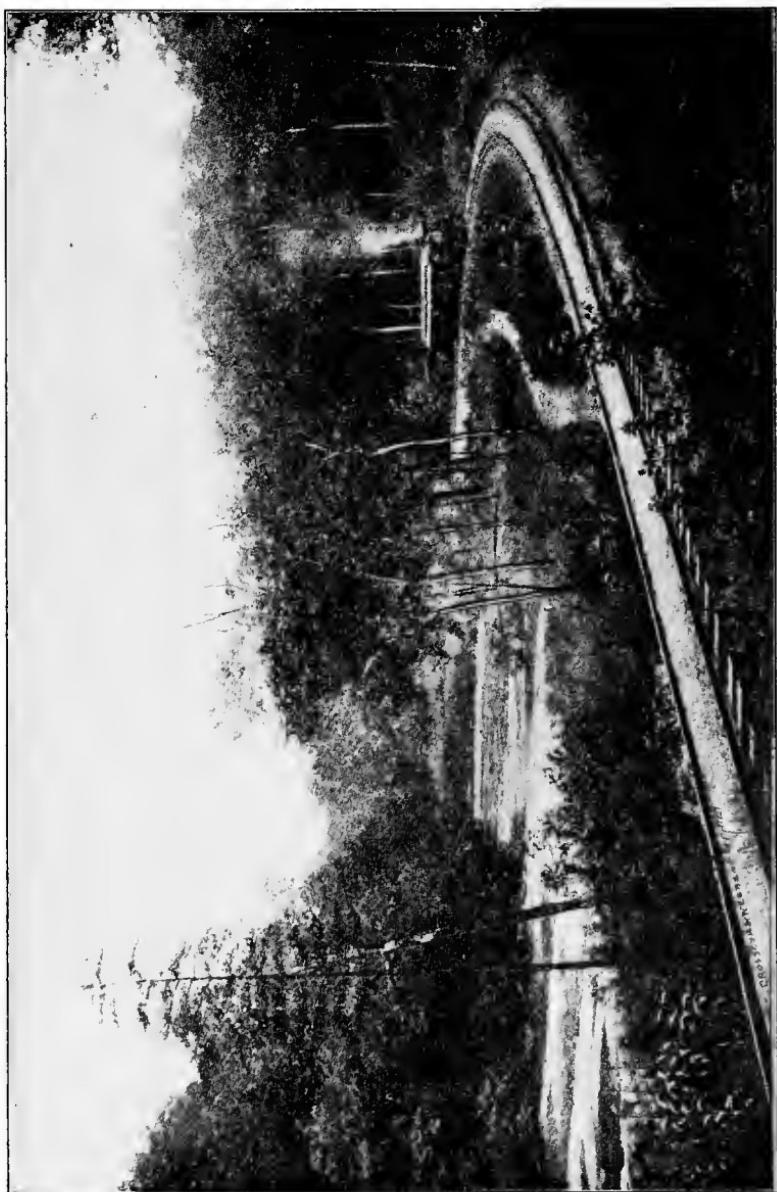
OBSEBVATIONS

West Virginia was, indeed, a land of academies. A few of these named did but little or no work, but nearly all of them were as beacon lights of education set among the hills and valleys of the State. Shepherdstown Academy did nearly a hundred years of educational work. Randolph Academy was the first institution of learning established west of the Allegheny mountains; it had among its first board of twenty-eight trustees Edmund Randolph, Benjamin Harrison, George Mason and Patrick Henry, and as part of its revenues it received one-eighth of the surveyors' fees of the counties of Harrison, Monongalia, Ohio and Randolph, which sums had been paid formerly to the support of the col-



HOME OF JAMES RUMSEY, SHEPHERDSTOWN

lege of William and Mary. The act declared that the school was established for the benefit of the people of these four counties, which then embraced all of what it now West Virginia north of the Little Kanawha river. George Gowers, a graduate of Oxford, England, was its first principal, and for twenty years he taught Latin, Greek, Hebrew, and the sciences within its walls. Its work extended over more than fifty years and among its teachers in 1830-40 was Francis H. Pierpont, afterward Governor of Virginia under the Reorganized Government. Charles Town Academy was long a center of learning and prepared young men to enter William and Mary College and other institutions of high order. Brooke Academy began its work in 1778—twenty-two years before the date of its incorporation—and was the earliest institution of learning on the Ohio river south of Pittsburg. In 1843, it had a president, four members in its faculty, and a hundred students. After a successful career of more than half a century it was merged, in 1852, into Meade Collegiate Institute. The Mount Carmel School, after doing forty-eight years work, lost its building by fire and was then removed to another locality. The Linsly Academy was opened in 1808—four years before the date of its incorporation. It was a noted center of education and culture for more than fifty years and from its halls went forth many legislators, great debaters, scientists and soldiers who made lasting names. The Lancasterian Academy was the beginning of the Linsly Institute at Wheeling, still a flourishing institution of learning after a successful career of almost a hundred years. The Monongalia Academy was for many years the most flourishing institution of learning on the banks of the Monongahela river and, in 1867, its property, including that of Woodburn Seminary, the whole valued at \$51,000, was donated to the State by the people of Morgantown in consideration of the location of the University at that place. Mercer Academy did more than all things else to mold the educational sentiment of the Great Kanawha Valley nearly a century ago, and forty-six years of successful work is to be placed to its credit. Its property passed to the Board of Education under the Free School System, and the present high school building of Charleston bears the name of Mercer in commemoration of the old academy. In the Martinsburg *Gazette* of January 10, 1812, Obed White, and David Hunter, trustees, advertised the Martinsburg Academy as a school of very high order. John B. Hoge was the instructor in Greek and Latin and the tuition was \$20.00 per annum. The Romney Classical Institute exerted a great influence upon the educational work of the South Branch Valley for nearly sixty years and its property—a valuable one—was, in 1870, donated to the State of West Virginia in consideration of the location of the Schools for the Deaf and the Blind at Romney. The course of study in the Red Sulphur Seminary embraced the ancient languages and mathematics and with William Burk as principal and James MaCauley, assistant, the institution did many years of excellent work. The Seymour Academy was long the pride of Moorefield and the Upper South Branch Valley. The West Liberty Academy began its work in 1837; lost its building by fire in 1840, but it was rebuilt and made the old town famous for many



SCENE ON THE NORFOLK AND WESTERN RAILROAD ALONG TUG RIVER

years. In 1870, it was sold to the State of West Virginia for \$6,000 and became the nucleus of the Branch of the State Normal School. Marshall Academy was for a quarter of a century the most famous institution of learning in Western Virginia. Soon after it was opened, two boys—students—climed high up among the branches of an old beech tree in the yard and carved their names in its smooth bark; one of them was afterward the first adjutant-general of West Virginia and long a judge of her courts; the other became a judge of the court of appeals of Louisiana. In 1850, the Academy was changed into Marshall College, and in 1867, the Cabell county authorities gave its property worth \$10,000 to West Virginia, thus securing the location of the State Normal School at that place. Rector College, a Baptist institution at Pruntytown, had its beginning in the Western Virginia Educational Society of that place, which was incorporated March 28, 1838. In 1849, the Assembly provided that scholarships might be established in this institution, which, in 1850, had three professors in its faculty, fifty students, and a library of two thousand, five hundred volumes. Bethany College, whose history is forever associated with the name of Alexander Campbell, the illustrious founder of the Church of the Disciples of Christ, is the oldest among forty or fifty institutions of learning of that denomination. Under the name of Buffalo Academy, it did eighteen years of work before being erected into a College. So that eighty years is the measure of its usefulness in education in West Virginia. By an act of Assembly in 1849, it was provided that scholarships might be created in this institution. The Little Levels Academy accomplished eighteen years of work among the mountains and in the valleys of Pocahontas county, and then its property was transferred to the Board of Education under the Free School System. The Preston Academy began its work under the administration of Doctor Alexander Martin, who was afterward the first president of the West Virginia University, and it was long a power for good. The Northwestern Virginia Academy at Clarksburg, a Methodist institution, had for its first principal the distinguished Gordon Battelle, whose successor was Doctor Martin, who came from Kingwood for the purpose; and he in turn was succeeded by Doctor William Ryland White, who had served twelve years when he was elected first State Superintendent of Free Schools of West Virginia. The Academy building was erected in 1842, and the school at once took a high rank. In 1849, the General Assembly provided that scholarships might be established therein. In 1843, Henry Howe, the historian, found a flourishing academy at Holliday's Cove, in Brooke county. The Male and Female Academy at Buckhannon did much to create the splendid educational sentiment which for half a century has prevailed in that locality, and to a greater extent now than ever before. The Potomac Seminary—now the Potomac Academy—still continues its good work begun at Romney fifty-seven years ago. The Lewis county Seminary was so successful that after ten years its name was changed and it was by act of Assembly erected into Weston College. The Wheeling Female Seminary was long under the management of Mrs. S. B. Thompson and was very successful. In 1855, it was

INDUSTRIAL HOME FOR GIRLS, SALEM



occupying its own building erected at a cost of \$20,000. In addition to the regular academic course, full instruction was given in music, drawing, and modern languages; the faculty then consisted of seven accomplished teachers. Throughout all the years since then the institution has been fulfilling its mission and the citizens of Wheeling are proud of it today. Buffalo Academy made an excellent record in the Great Kanawha Valley as a school of high grade, and then its property was sold to the board of education under the Free School System. The Meade Collegiate Institute was removed from Parkersburg to Wellsburg where it became the successor of Brooke Academy and did good work. The Academy of the Visitation began its work at the corner of Eoff and Fourteenth Streets in Wheeling, in 1848, and there continued until 1865, when it was removed to Mount De Chantal, an eminence in Pleasant Valley two miles east of Wheeling, where for about forty years it has continued to train its students for the highest duties of life. Fifty-five years spans its period of work. The Fairmont Academy and the Fairmont Male and Female Seminary did thorough work and paved the way for the location of the Branch of the State Normal School at that place. The Lewisburg Female Institute has, for forty-five years, been earning the splendid reputation and large patronage it now enjoys. West Union Academy did eight years work and the property was then sold by its board of trustees. The South Branch Academical Institute, the Morgan Academy, the Point Pleasant Academy and others had accomplished successful work and were still engaged in it in 1860.

These academies, seminaries, and colleges had resulted in great good and had done much to create an interest in secondary and higher education. Many hundreds of young men had gone forth from them in quest of that learning that was to fit them for the highest callings in life. From the Eastern Pan-Handle and the Greenbrier Region some went to the Virginia University at Charlottesville, or Washington College at Lexington. From the northern part of the State some went to Uniontown College, or Washington College, Pennsylvania. While from the Great Kanawha Valley and the counties lying along the Ohio river, others went to the Ohio University at Athens.

Such, in brief, is the story of early educational work in West Virginia; and such with the Old Field Schools in vogue and her many splendid academies, were her educational facilities in 1860. In 1848, John G. Jacob, then among the foremost literary men of Western Virginia, when writing of educational matters, said: "Under the General Law of Virginia, which makes quite liberal provision for common school education, though clogged with provisions which render it distasteful to the class it is intended to benefit, the facilities for acquiring a common school education are good, and where there is a disposition, there is abundant opportunity. West Virginia people had made the most of their opportunities, but they anxiously sought something better than they had known, and this was near at hand."

A NEW ERA IN EDUCATIONAL WORK IN VIRGINIA—FIRST FREE SCHOOLS IN WEST VIRGINIA

If we would learn of the origin of popular education in West Virginia we must return to the year 1846, which marks an era in the annals of Virginia. We have seen how the Aldermanic School Law was amended that year and the operation of the Common Primary School System changed. Almost from the foundation of the Commonwealth there had been in it many men who were advocates of a Free School System. Prominent among these were John Burk, the historian, Thomas Jefferson, Joseph Martin and James McDowell. The number increased as the years went by and the school men were hoping for something better in education than the Commonwealth had yet known.

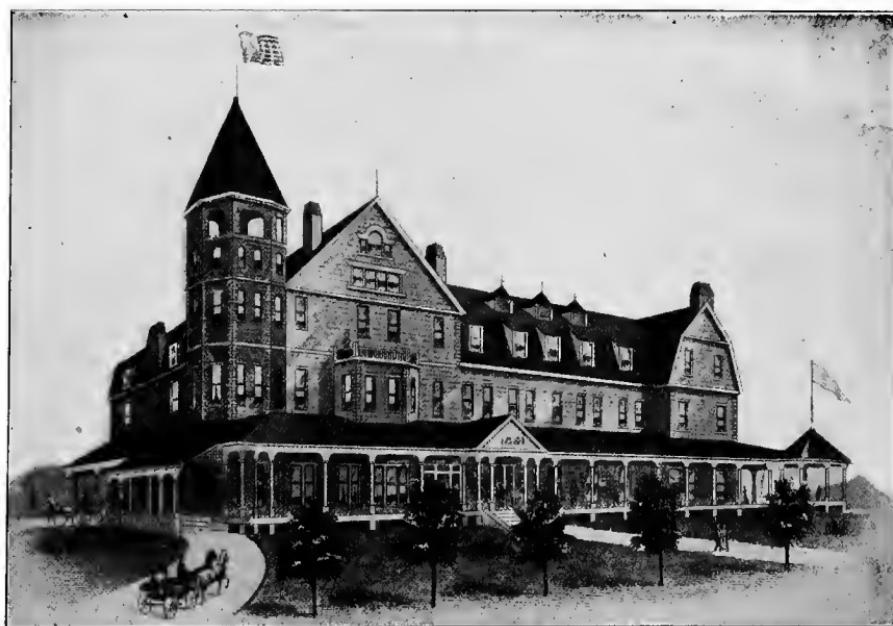
Prompted by this desire, a large number of them assembled in Richmond in December, 1845, for the purpose of discussing the bringing before the Assembly a bill providing for a Free School System. Governor James McDowell voiced the sentiment of this Convention and in an eloquent address before it, he, after describing existing conditions, said: "We trust that we shall soon be delivered from this dominion of darkness, that we shall never be contented until every child can read and write, and every darkened understanding be illumined with the benign influence of education."

An Act for the Establishment of a District Public School System. Under this title these people had a bill prepared and it was enacted into a law March 5, 1846. It provided that upon the petition of one-third of the qualified voters of the county to the court thereof, that body should submit to the voters thereof, the question of a "District Public School System"; and if it appeared that two-thirds of the votes cast at such an election favored such system, it should be adopted. Its principal provisions were: That the school commissioners in office in any county at the time of its adoption, should divide the county into precincts, each containing as many school districts as might be thought convenient; that each school district should contain a sufficient number of children to make up a school; that in each precinct there should be annually elected a school commissioner; and that the commissioners thus chosen in the several precincts should be a body corporate under the name of the Board of School Commissioners for the county; that it should appoint a clerk whose salary should not exceed one hundred dollars per annum; that in each school district three trustees should be appointed, who should purchase a site, erect a good and sufficient schoolhouse, furnish the school with proper fixtures, books, apparatus and fuel, and keep the house and enclosure in good repair; that they should then employ a teacher for the school and have power to remove him for good cause; that no teacher should be employed by them whose qualifications for teaching and whose moral character had not been examined and approved by the school commissioners or by some persons or person deputed by them for that purpose, and a certificate to that effect presented to the trustees. They, or one of them, were to visit the school once in every month, and examine the scholars and address the pupils if they saw fit and

exhort them to prosecute their studies diligently. They might suspend or expel all pupils who were found guilty of grossly reprehensible conduct, or incorrigibly bad habits. Annually they were to make a report to the Board of Commissioners of the condition, operation, and expense of the school. It was further provided that the expense of purchasing a site, of building, renting, or leasing and repairing the schoolhouses of the several districts and furnishing them with necessary seats, desks, fixtures and books, and the salaries of teachers was to be defrayed by the inhabitants of the county by a uniform rate of taxation to be collected as other taxes are collected. To this fund was to be added the quota of the county due from the Literary Fund. All children over six years of age were entitled to attend these schools free of charge—a free school system.

AN ACT TO ESTABLISH DISTRICT FREE SCHOOLS IN SEVERAL OF THE COUNTIES

The fatal defect of the District Free School System just mentioned, was that it required a petition signed by one-third of the voters of the county before the question of its adoption could be submitted, and a two-thirds vote to adopt it. Free School men in the Legislature saw this and on the 25th of February, 1846, secured the passage of a special act which prescribed a system of free schools to be optional for sixteen counties of the State, among them being the West Virginia counties of Brooke, Jefferson and Kanawha. Elections were to be held on Thursday, April 23, 1846, or,



POWHATAN COLLEGE FOR WOMEN, CHARLES TOWN

if there was not sufficient time for this, an election might be held on April 22, 1847. "Do you vote for the Free School or against it?" This was the question asked the voter. It required a two-thirds vote to adopt it. This act embodied many of the provisions of the General Law noticed last above. The Board of Commissioners organized by electing a president and secretary, the latter of whom received twenty-five dollars per annum. School-houses were to be erected; seats, desks, and books supplied, teachers employed, and in the schools provided were to be thoroughly taught reading, writing, arithmetic, English grammar and geography, and whenever it was practicable, history, especially of Virginia and the United States, and the elements of physical science, and such other and higher branches as the school commissioners might direct. All white children, male and female, between the ages of five and twenty-one years, resident within the districts, were entitled to receive instruction at these schools free of charge. The total expense of these county schools was to be defrayed as follows: *First.* By the quota of the county from the Literary Fund. *Second.* Interest on the Glebe Land Fund, if any. *Third.* By fines and forfeitures. *Fourth.* By donations, bequests, and devises. *Fifth.* By assessment upon the same subjects of taxation from which the revenue of the State was raised.

Such was the special Free School System offered by the State of Virginia to West Virginia counties in 1846. The three of these named in the act—Brooke, Jefferson, and Kanawha—each voted upon the question of adoption in 1847. The first rejected it while both the others adopted it. Various other counties west of the mountains, within the next few years, voted upon the adoption of the General Free School Law, or the special act embracing its chief provisions. Marshall county rejected one of these in 1854; Hancock took similar action the next year; then Cabell and Wayne voted a proposition to adopt a system prescribed for Patrick county. Thus it was that that in 1860 but three counties west of the mountains—that is in West Virginia—had free schools.

A WEST VIRGINIA FREE SCHOOL SYSTEM

West Virginia was admitted into the Union June 20, 1863. With the rise of the New State came a Free School System such as the school men within its limits had longed to see.

The first step leading to the inauguration of this system was taken on the 27th day of November, 1861, when Honorable John Hall, of Mason county, President of the first State Constitutional Convention, sitting at Wheeling, named a committee on education consisting of Gordon Battelle of Ohio county; William E. Stevenson, of Wood county; Robert Hager, of Boone county; Thomas Trainer, of Marshall county; James W. Parsons, of Tucker county; William Walker, of Wyoming county; and George Sheetz, of Hampshire county. Gordon Battelle, chairman of the committee, was a Methodist minister who had been principal of the old Northwestern Academy at Clarksburg for twelve years, and one of his associates, William E. Stevenson, was afterward second governor of the State. These gentlemen went to work energetically and the committee made its preliminary

report on Wednesday, January 22, 1862, and a most interesting document it was. The amended and final report was made February 4, ensuing. These two reports contained almost every provision that was afterward incorporated into the General School Law of the State and from them were taken the sections relating to education which were inserted in the first Constitution as framed at that time. The chief of these provisions were those providing for an "Invested or Irreducible School Fund"; for "the establishment and support of a thorough and efficient system of Free Schools"; for "the election of a General Superintendent of Free Schools; for a "county superintendent of each county"; and for the election of such other officers as should be necessary to render the system effective." Thus was a public school system fixed firmly in the organic law of the State.

The Constitution was ratified, and on the 20th of June, 1863, the statehood of West Virginia began. On that day the first Legislature of West Virginia assembled, and on Wednesday, June 24th,—four days later—Hon. John M. Phelps, another Mason county man, who had been elected President of the Senate, then sitting in the Linsly Institute at Wheeling, appointed a Senate Committee on Education consisting of John H. Atkinson, of Hancock county; Thomas K. McCann, of Greenbrier county; John B. Bowen, of Wayne county; Chester D. Hubbard, of Ohio county, and William E. Stevenson, of Wood county. At the same time, Spicer Patrick, of Kanawha county, speaker of the House of Delegates, appointed a House Committee on Education composed of A. F. Ross, of Ohio county; S. R.



SCENE ON THE CHESAPEAKE AND OHIO RAILROAD, GREENBRIER COUNTY

Dawson, of Ritchie county; George C. Bowyer, of Putnam county; Daniel Sweeney, of Tyler county; and Thomas Copley, of Wayne county. The joint work of these two committees was the first school law of the State, known as Chapter CXXXVII of the Acts of 1863, passed December 10 of that year, and entitled "An Act providing for the Establishment of a System of Free Schools." It was largely the work of Mr. Ross of the House Committee, who was himself an efficient and experienced teacher who had served sixteen years as Professor of Ancient Languages in Bethany College, and later as principal of West Liberty Academy. Under this law our school system had its origin and first years of development.

This law provided for the election of a State Superintendent of Free Schools by the joint vote of both branches of the Legislature and this occurred on the first day of June, 1864, when William Ryland White was elected for a term of two years. He took the oath of office and entered upon the discharge of his duties. Thus the Free School System of the State began to be.

THE BEGINNING OF THE SYSTEM

Superintendent White went to work energetically to put the system into operation and so well did he do this that he won for himself the title of "The Horace Mann of West Virginia." County organization, of which the State is since justly proud, was speedily effected. Then the friends of education saw that the crying need of the Public School System was a corps of trained and educated teachers, and that the development of the "thorough and efficient system of free schools," contemplated by the Constitution, must wait the establishment of Normal Schools and higher institutions of learning. State Superintendent White led in the movement to secure these and with his accustomed energy pressed the matter upon the Legislature. So much in earnest was he that he declared to that body that "*It would be better to suspend the schools of the State for two years and donate the entire school revenues for that time to the establishment and endowment of a State Normal School than to have none at all.*" Here, as in the field of public primary schools, his efforts were crowned with success, and the year 1867, witnessed provisions made for not only one Normal School but for three, one of which was at West Liberty, another at Fairmont, and a third at Guyandotte—now Huntington. But this was not the only result of the efforts of Superintendent White and other school men in this direction, for in 1872, three other Normal Schools were added to the list—one at Shepherdstown, a second at Glenville, and a third at Concord—now Athens.

The State Normal School with its five branches thus enumerated has wrought a mighty work for West Virginia. All now have splendid buildings with excellent equipment, libraries, and all that is necessary to the best and therefore the most successful work. The State has spent a million dollars on these properties. Many hundreds of graduates have gone out from them and they have enrolled nearly twenty-five thousand students. These trained men and women, learned as they are, not only in the subjects

taught but in the best methods and the science of teaching them, as principals of high and graded schools, teachers in the common schools, county superintendents, instructors in institutes, lecturers, writers for school journals, editors of newspapers, and leaders in educational progress—they have become a vast power, a mighty agency, for uplifting and making more efficient the whole work of education in West Virginia. Such is the result accomplished by a splendid Normal School System—a system that is not surpassed by any other of its kind in the Union—one in which an army has now been trained, not for war, but to wage the battles of peace, and thus, by breaking down the strongholds of ignorance, to win for the State victories that place her people high up in the intellectual scale.

The State University, an institution which in a few years has risen to a first rank among educational institutions south of Mason and Dixon's line, stands at the head of our school system. Midway between it and the Primary Schools are the Preparatory Schools, High Schools, and Graded Schools, the whole soon to be a completely articulated system.

A CONCLUDING OBSERVATION

The solicitude of the men who organized the State was never allayed, not even amid the clash of arms and the then uncertainty of the final result of the desperate conflict. Their purpose—that which was uppermost in their minds—was the founding of a commonwealth with free schools and universal education whatever might come, posterity must be educated for in that alone they saw the hope of the future. The result is our Free School System—the richest treasure of West Virginia. Her good name as well as the continuation of substantial prosperity, is entirely dependent upon the initial direction given the minds of the young. Care on the one hand, neglect on the other, bring forth responsive fruit to tell in after years in the grateful form of public virtue and enlightenment, or in the melancholy spectacle of public vice and popular ignorance and abasement. The wisdom of statesmen is never more wisely directed than when it aims to establish the one and guard against the other. Such statesmanship knows that it must act always by anticipation; knows that it is dealing with functions in a state of constant change and progression; that it is moulding and shaping that which though incorporeal and intangible, bears direct analogy to that which is corporeal and material, in that it is impossible to good or evil, retains the shape and form to which it is moulded, and, in its material powers, presents the perfection of the wise directing hand, or the distortion of wicked neglect.

That, therefore, which is the chief source of greatest gratification to all West Virginians and to those who have come to live among us, is the knowledge that for forty years our wisest statesmanship has been constantly and unerringly directed toward the advancement and promotion of every educational interest, and that the intellectual development has kept pace with the material development of our State. That, while the productive energy opens up to the commerce of the world our boundless resources of mine, quarry and forest, which ages of the most active industry

cannot exhaust, and while the product of factory, of shop, and forge, together with our coke and coal, and iron and lumber, are taken up by the great arteries of trade and distributed to the marts and ports of the civilized world, the educational facilities of our children and our children's children and the full growth of intellectual life among all classes of our people, have immeasurably grown and increased since this Great Mountain State began her career as a member of the American Union. Those who compare it with the unfolding or the mental life of sister commonwealths, stand in wonder and astonishment. West Virginia has, indeed, been converted into a land of free schools, of culture, of refinement, and of a home life fitted to adorn the highest type of civilized and enlightened commonwealths.



RESIDENCE OF DR. J. P. M'NUTT, PRINCETON, MERCER COUNTY

This house, then belonging to the father of the present owner, was occupied in 1862-63 by the Federal troops as brigade headquarters, and three officers were quartered in it who afterwards became very prominent in public affairs. These officers were Jacob D. Cox, Rutherford B. Hayes and William McKinley. Each afterwards was Governor of Ohio and two became President of the United States. The building has been repaired somewhat, but in the main it appears as it did during the Civil War.

The Transition Period

BY EX-STATE SUPERINTENDENT B. L. BUTCHER

The year 1880-1 marks the close of an era and the beginning of a new one in the Free School history of West Virginia. Prior to that time the superintendents and educational authorities mainly addressed themselves to the preparation and perfection of the laws governing the system of schools required by the Constitution, including the State Normal schools as a necessary and helpful adjunct to the success of the Free Schools; and the building of houses and adjusting the great plan to the varied conditions of the people of the State.

Both the Free School System and the Normal Schools had serious opposition from various quarters at different times, based upon various grounds; and as late as 1877 and 1879 the Legislature had a majority of members adverse to the Normal Schools. The final fight upon this subject was made in the Legislature of 1881, elected in 1880.

Prior to this the Superintendents from Dr. White to Dr. Pendleton, were men of long experience and mature judgment, and all educated in antebellum times; from 1880 to the present time all of the superintendents have been young men, and all educated since the Civil War, and therefore mainly in the free schools of the State.

The revision of the school law of 1881 was the enactment of the best effort of the school men on the questions of providing for the conduct of the Free Schools, and the Normal Schools in the education of the pupils and teachers of the State at public expense. The frame work of the system, however, was not very different from the original outline of the school law enacted in 1865; but, various changes were made, which made its work more harmonious and effective. The provision for compulsory attendance at teachers' institutes and for Normal Schools, including a special provision for the education of colored teachers was incorporated into the revised school law.

To this good work and on this strong foundation many new and important subjects were, after agitation, adopted from time to time. Some very promptly and others after much experimenting and many failures. Among those that were suggested early in the era, the following may be mentioned as having produced important results in educational affairs:

In the fall of 1881, a circular was issued by the Superintendent of schools announcing that West Virginia was entitled to six scholarships in the Peabody Normal School at Nashville, Tenn. This school is of high grade, and especially adapted to the wants of teachers, but no appointments had been made from West Virginia prior to that time. The first were made in the fall of 1881, and the quota of the State has since been appointed as fast as vacancies occur. The class of young men and women who have taken advantage of this advanced course of training has been of a high order, and a large number of them have had marked success in their calling as teachers, and none have failed to render a good account of themselves. The late Marcus M. Ross, Principal of the

State Normal School at Fairmont, was the first appointee from the State at Nashville. The strong influence of these graduates has had marked effect in aiding in the elevation of the standard of the qualifications of teachers and a corresponding help to the schools.

Provision for the education of colored teachers was another one of the advanced steps taken under the new era by virtue of an amendment introduced by the late Judge James H. Ferguson, in the Legislature of 1881. Under that provision Storer College at Harper's Ferry, contracted with the superintendent to provide tuition for eighteen persons as candidates for teachers in the colored schools of the State; and, this number was largely increased without additional cost to the State at the instance of the authorities at the School. This arrangement continues to this time, although the State has provided especially for Normal and industrial training schools upon a very liberal scale for the colored population, both at Institute, in Kanawha county, and at Bluefield in Mercer county, where flourishing schools for higher education of the colored people, both academic and industrial, is now in progress. The small beginning has grown to great proportions.

Another new question that was brought forward about the beginning of this new era, to-wit, in 1883, was the establishment of a Reform School. It was first mentioned in the State Superintendent's report in January, 1883; and further urged in his report of 1885, with statistics and other data. Bills were introduced in the Legislature of 1885, but not passed until 1887, when provision was made to establish the school for boys, which has since grown in such favor and importance at Pruntytown, Taylor county. Several years afterward a Girls' Industrial Home was established at Salem in Harrison county, providing like advantage for girls.

The most marked contrast, perhaps, between the period before 1880, and the period following has been the enthusiasm and vastly increased expenditure of funds in the later period, for progress in school work; and, the effort to bring all sections of the State forward in educational privileges and attainments, at least so far as a fair common school education could be provided. The period before 1881 was largely constructive. The men elected to office during that period were lawyers and statesmen of long and varied experience in public affairs; men advanced in years; Dr. White, Judge Lewis, Col. Byrne, Dr. Pendleton. None of these men had received any part of their education in or under the influence of Free Schools, and could therefore but faintly feel the strength and pulse of the great machine for education they had helped to construct and superintended for a time.

The first generation of voters that received their early education from the Free Schools began to ripen "in patches" throughout the State in 1875, and grew in number and extent of territory from that time, so that by 1880 the new voters who owed all their early (and in many cases, all) schooling to the Free Schools were numerous enough to put forward candidates of both parties for State Superintendent and members of the Legislature educated in the same way; and, after Dr. Pendleton (1877-81),

all the superintendents have been young men, beginning with Superintendent Butcher.

The question of uniform examinations, provisions for which were made by the Legislature of 1903, has been another of the urgent questions discussed by the superintendents both before and since 1881, showing how slowly advancement is made along some lines.

The history of teachers' examinations in the State has been one of vexing variety to the teachers and school officials, but has steadily moved forward in the direction of long term certificates for high grade teachers, and frequent examination for beginners; and, the uniformity law throughout the State, in examination, seems to round out the original conception of leading school men on this subject.

Another question exciting public attention and education during the period beginning about 1881, and for some time before, was the admission of women as students to the State University. This was finally accomplished in 1885, and has since been growing in favor as the University grows in usefulness.

A more novel yet important educational question was brought forward in the spring of 1882, by the official announcement of Arbor Day in the public schools of the State by the State Superintendent through the newspapers and especially the *School Journal*, which had been newly established in November, 1881. This idea of Arbor Day had been growing in the West, and had recently before been adopted by the city schools of Cincinnati, Ohio, where the children were taught to plant trees in the public parks of that city and name them for great men and favorite



IMPROVED SCHOOL GROUNDS

authors, recite extracts and poems from the writings of these persons on the day and at the time of planting the trees. In January, 1882, Superintendent Butcher visited the Cincinnati schools and learned of the success of this movement, and later was encouraged to proclaim it in the schools of the State, and issued the first proclamation of a State school official in the United States appointing Arbor Day; so it came into existence in the spring of 1882, and has since happily been followed by all the superintendents by the appointment of a day to be observed in all the schools of the State annually.

A graded course of instruction adapted to country schools was recommended by the superintendents and generally discussed in the Institutes from 1880 until adopted in 1890, and is regarded as another important advance step in primary education, in the new era.

Perhaps one of the greatest helps in the uplift in education felt about the early years of 1880 and following was, by the aid of the Peabody Fund under the general agency of Dr. J. L. M. Curry, the bringing into the State of leading educators from all parts of the Union to conduct institutes and address educational gatherings. Among these may be mentioned, Dr. James H. Smart, of Indiana; Dr. E. E White, Ohio; Dr. John B. Peaslee, of Cincinnati, Ohio; Dr. B. G. Northrop, of Connecticut; Prof. E. V. DeGraff, of New Jersey; Hon. Henry Houck, of Pennsylvania; Col. Francis W. Parker, of Chicago; Dr. W. H. Payne, of Michigan; Dr. A. D. Mayo, of Boston; Dr. M. A. Newell, of Maryland. These were aided and assisted by our own leading men, (not teachers), from nearly all walks of life—among many may be named Hon. Chas. J. Faulkner, Sr., Martinsburg; Hon. A. R. Bouteler, Shepherdstown; Hon. William L. Wilson, Charles Town; Hon. B. F. Martin, Grafton; Hon. T. R. Carskadon, of Keyser; Hon. Henry G. Davis, (now) of Elkins; Hon. W. M. O. Dawson, of Kingwood; Hon. Thos. H. Dennis, Lewisburg; Dr. Isaiah Bee, of Mercer county; Dr. J. E. Reeves, of Wheeling; Hon. William A. Quarrier, Judge James H. Ferguson, Hon. E. W. Wilson, of Charleston; Hon. Chas. E. Hogg, of Point Pleasant; Prof. A. L. Wade, Morgantown; Hon. Geo. E. Price, (now) of Charleston; Hon. P. W. Morris, (now) of Parkersburg; Dr. J. M. Hall, of Ritchie county; Hon. Robert McEldowney, of New Martinsville; Col. John H. Oley, Huntington; Judge Dan'l. B. Lucas, of Charles Town; Col. John A. Robinson, of Keyser; Hon. W. P. Hubbard, of Ohio county; Hon. James Morrow, of Fairmont; Judge J. M. McWhorter, Charleston, and Hon. Archie Campbell, of Wheeling, and many others who are entitled to be named in this roll of honor.

Later Progress

BY M. P. SHAWKEY

The growth of the public school system in West Virginia is marked by a steady progress from the formation of the State to the present time.

At no time has that progress been spasmodic. When West Virginia first became a State she was practically without schools and schoolhouses, and consequently the limited resources of the undeveloped State were taxed to the extreme in providing even the rudest kind of houses and furniture and equipment. Our records show that during the decade from 1870 to 1880 the number of schoolhouses in the State was increased 1444, which is a greater numerical increase than can be shown in any decade since. From 1880 to 1890 the increase in the number of houses was only 1257, while from 1890 to 1900, notwithstanding the wonderful material development of the State, the increase in the number of school-houses fell to 1102. The number of teachers employed makes a similar showing. From 1870 to 1880 the number increased 1729, from 1880 to 1890 the increase was 1357, and from 1890 to 1900 the increase rose again to 1576, which, however, is below that of the first decade.

These figures must not be taken to indicate any slackening in the growth of the public school system, their true meaning is that the material wants of the system were being satisfied in a measure. In connection with these statistics it must be kept in mind that all the while the first rude, log structures were and are being constantly replaced with houses of modern construction and equipment. Probably the best thing about this whole period is the increased growth of the public school sentiment and the development of the true ideas of public education. What was really being accomplished can best be shown by a different set of statistics gleaned from official reports. In 1870 the average daily attendance was 36 per cent of the enumeration, in 1880 it was 44 per cent, in 1890 it was 46 per cent, while in 1903 it was 50 per cent, which, when it is remembered that the enumeration includes all youths between the ages of 6 and 21 years, whether graduated from the public schools, enrolled in other schools or necessarily employed a part of the time, must be regarded as a very excellent showing. The rate of levy for school purposes during this time has advanced considerably, though necessarily these figures approach a limit beyond which an advance is not to be expected. On the other hand the amount spent for the public schools in proportion to the school population shows a marked increase and is still going on each year. In 1870 the State spent \$2.70 for every boy and girl of school age, while in 1903 we spent \$7.38 per capita, or more than 2 1-2 times as much. During the same period the amount actually spent grew from less than half a million dollars (\$470,129.43) in 1870 to almost two and a half millions (\$2,393,555.36) in 1903, or nearly six times as much, while the number enumerated doubles itself only.

In the earlier periods all efforts were devoted to securing houses and necessary equipments and to establishing the public school idea. Thanks to the workers of those earlier days the foundations were well laid and the last decade or two have begun to garner the harvest. At least it can be said that the later day workers have found a tillable field, one ready to yield more abundantly.

THE UNIVERSITY AND THE NORMAL SCHOOLS

The University and normal schools evidence this later and more gratifying development. Students no longer leave the State from sheer necessity, to get college training. The University has taken rank with the best in equipment and in the character of the instruction it offers. It is in full sympathy with the public schools and the normal schools, and is recognized as the rightful and actual head of the system. It furnishes a goal and standard for every school of every grade in the entire system. The University now fills this splendid mission but without disparagement to former and more limited times, it must be said that the attainment of that position in the educational plan of the State has been of recent years only.

The evolution or revolution of the normal schools is best shown by a reference to their course of study as prescribed at present and as set forth a few years ago. In 1890 the catalogue of the original normal school presented the following course in the academic department, with the explanation that "the academic course of study shall consist of two years:" Junior year, Geography, Arithmetic, English Grammar, Latin Lessons, Reader and Grammar, Physiology. Senior year, Algebra, Geometry, Bookkeeping, Cœsar, Cicero, Virgil, United States History, Greek Lessons, Grammar, two books of Xenophon or German.

Last year the uniform course in the same department prescribed for all the normal schools covered five years' work, as follows:

First year—Arithmetic, Geography, Grammar, United States History, Physiology, Bookkeeping.

Second year—Mental Arithmetic, Advanced Grammar, General History, Physical Geography, Algebra, Greek History, Civics, Higher English, Roman History, Botany.

Third year—Algebra, Rhetoric, Latin, Zoology, English History, Geology, or Astronomy.

Junior year—Geometry, American Literature, Latin or French, Greek or German, English Literature, Latin or French, Greek or German, English Literature, Latin or French, Greek or German.

Senior year—Physics, Trigonometry, Latin or French, Greek or German, Chemistry, Latin or French, Greek or German, Latin or French, Greek or German.

It should be observed that the above is not the full curriculum of the normal schools, but a mere outline of the studies pursued in the academic department.

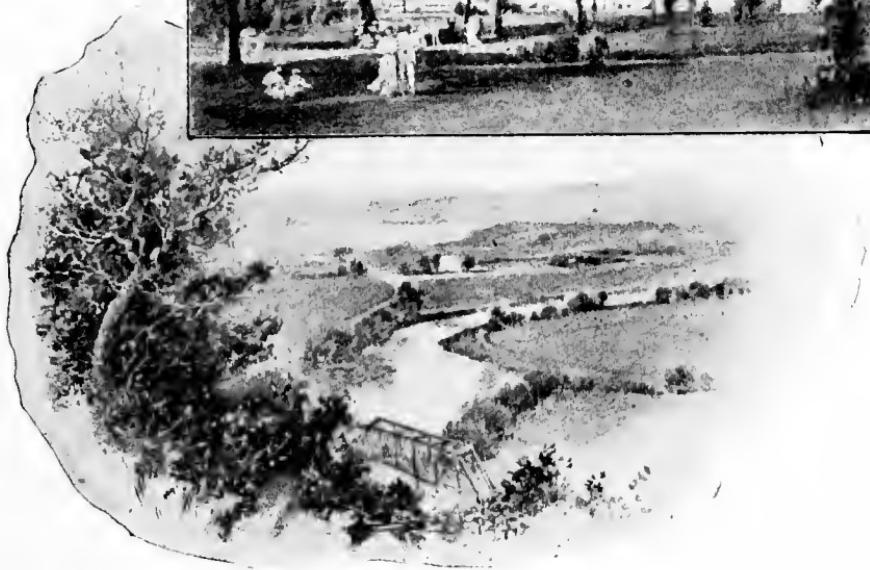
In other respects the normal schools have grown stronger as much as is indicated in this course of study. The quality and the quantity of the work they are doing have advanced steadily and rapidly.

Liberal provision has been made for a similar education for colored students in the West Virginia Colored Institute at Institute and the Bluefield Colored Institute at Bluefield. These institutions, however, are of a little more general character, giving considerable attention to industrial education as well as to the literary and teachers' courses. They

have already accomplished much good and have demonstrated their importance and usefulness to the State.

The preparatory branch of the University at Montgomery, established in 1895 and that at Keyser established in 1901 have both been supplied with commodious modern buildings, and necessary equipment. They serve not only as feeders of the University but as higher grade secondary schools for general training. They have already enlisted students in considerable numbers to whom they are giving thorough and practical training.

It will be seen that the State is now well supplied with educational institutions and that these institutions are at least fairly well supplied with necessary equipment. With the material interests being satisfied more attention has been given to the less material but not less consequential interests. Higher standards, better salaries, longer terms, improved architecture, more thorough and systematic supervision, systematic grad-



VIEWS AT REO SULPHUR SPRINGS

ing, practical and professional institute work, advanced school legislation, art collections, libraries and reading circles are some of the subjects that show best the real progress of the past decade. Longer terms and better salaries have come naturally with increased revenues, but recently there has been such positive sentiment and effort by our educational leaders generally as to insure practical results along these two lines, and while the subject of architecture has had attention by State Superintendents from the time of Dr. White down to the present the days of the log schoolhouse furnished small chance for its development and it is but recently that our cities have made great advances and our rural districts shown a general interest in the subject. The new high schools at Charleston, Huntington and Parkersburg, Mannington, New Martinsville and Sistersville, the district high schools in Fayette, Marion and Harrison counties, stand a pride to their districts and models of modern schoolhouse architecture. Our county institutes are reaching the plane of professional discussion and instruction, rather than that of brief drill in the elementary branches, and the district institutes, recognized by statute since 1901, have begun to be practical and effective agencies, carrying the work to the very doors of the patrons of the schools. In recent legislation the statute increasing the pay of county superintendents, the relationship limitation law for teachers, the optional free text-book law, the compulsory attendance law and the uniform examination law mark distinct advances and have had already great influence upon the results being accomplished by the public schools of the State. While the latter two especially have had determined opposition to overcome, yet they have already vindicated themselves and their repeal is at present scarcely thought of anywhere. They have necessarily entailed some hardships, but the good to be accomplished far outweighs the sacrifices, and it is safe to say that the people of the State will demand their complete application rather than their repeal.

THE STATE TEACHERS' READING CIRCLE

But nowhere in the whole realm of recent attainment and progress is to be found better results than are shown in the work of the State Reading Circle and in the movement for school libraries. For several years the subject of a teachers' reading circle has claimed the attention of State superintendents and other educators, but not until 1901 was any material progress made along that line. Superintendent Miller took up the work with renewed energy and emphasized it on every occasion and after considerable effort succeeded in getting the work started on something of a general scale. Up to that time a score or two of the prescribed books was all that dealers disposed of in the State. In 1902-03, however, reports from various sources showed that several hundred teachers had taken up the work. Then the uniform examination system came on furnishing an additional stimulus for teachers to take up the work and careful estimates for the present year indicate that at least two thousand teachers are reading the course prescribed by the State superintendent.

That the effect will appear at once in the general quality of work done by the teachers of the State cannot be doubted.

SCHOOL LIBRARIES

In the matter of school libraries an equally good showing has been made. The question had been previously agitated and with some good results, but in 1900 Supt. J. R. Trotter designated the 7th of December as "Library Day," to be observed by all the schools of the State. The celebration of library day was a success and many books were added to the libraries already in existence and many new libraries established. The observance of the day has been continued each year since with the most gratifying results. A glance at the records shows how rapidly the advance has been made and especially during later years. The first report on the total number of volumes in the school libraries was made by Superintendent Pendleton in 1877, according to whose statement there was then a total of 725 volumes in the school libraries. In 1880 this number had grown to 886. The increase continued slow for a number of years. In 1885 the number had grown to 2335, in 1890 to 5675, in 1895 to 7132, in 1900 to 17,169 and in 1903 to 38,189. The phenomenal increase of 122 per cent in the number of books in the past three years shows how thoroughly awakened the State is upon this important subject, but what the movement will accomplish yet, ere its force is spent, remains to be seen and future ages alone can measure the influence of this phase of the excellent work being accomplished by hosts of our public school workers, but there is no record in which the State may more justly feel a reasonable pride than in this unparalleled growth in her public school libraries.

OTHER GOOD WORK

The aroused sentiment shown in the phenomenal growth of our public school libraries manifests itself also in two or three other particulars to omit mention of which would be injustice to the showing which the State is now able to make. While definite statistics are not available, the reports from various sources show a wonderful increase in the number of teachers taking special training, and in the amount of educational literature made use of by teachers, in the number of teachers who go to expense to attend educational meetings, and who are willing to spend their money to provide themselves with books, apparatus and devices. The school boards of a number of districts are also supplying themselves with literature and making a study of teachers, sanitation and architecture. District high schools are multiplying. A few districts have also taken advantage of the recent optional law and provided free books for their pupils. The general demand for improvement is more gratifying than at any time previous in our history. Both teachers and boards show a readiness to take up advanced ideas. The request for a celebration of Library Day has met with a hearty response and added hundreds of libraries and thousands of volumes to the schools of the State, while the

Arbor Day proclamation of the State Superintendent is meeting with a similarly hearty response and equally valuable results have begun to appear. In a number of instances boards of education have undertaken to try the merits of consolidation and transportation, even without waiting for express authority and county superintendents have not hesitated to undertake many plans for the good of the schools not required of them and to give of their time far beyond what they are paid for, all of which indicates a most wholesome school sentiment and a condition of public opinion worth more in the true results of the work than any amount of mere tangible property however great. The State is alive educationally as she is commercially.

[REDACTED]

IN MEMORIAM
ALEXANDER L. WADE

Since the form containing Prof. Wade's picture (page 284) was printed only a few days ago, he has passed from this life, his death having occurred at Richmond, Va., on May 2, 1904, after only a few days illness. The burial took place at Morgantown on May fifth.

In the death of Prof. Wade West Virginia loses her best known educator. Probably no man in the State had a wider circle of friends among teachers and friends of education. He will be greatly missed in our educational work, and the writer believes he voices the sentiment of thousands of our citizens when he says Prof. Wade's influence for good in this State, especially in behalf of our common schools will be felt for years to come. Truly he was

"The friend of man, the friend of truth,
The friend of age, the guide of youth."

Probably the last communication of any length written by Prof. Wade was one received by the writer from him only ten days before his death. In closing some reminiscences he said: "*I am glad I was called to be a teacher; and though I say with humility that my work has always seemed very imperfect, I have ever had as my ideal the example of the Man of Galilee who went about doing good and who was called the 'Great Teacher.'*" Could any ideal be higher?

Noble citizen, wise counselor, earnest Christian, teacher and friend, thy work was well done, rest thou in peace. We have said a brief farewell, soon it will be "All Hail!"

Sincerely,

THOS. C. MILLER.

[REDACTED]

STATE INSTITUTIONS

West Virginia University

BY PROFESSOR WAITMAN BARBE

From 1814 to 1904 is a period of ninety years. For that length of time the institution now known as West Virginia University has had an existence, first as Monongalia Academy, later as the West Virginia Agricultural College, and since 1868 under its present name. As Monongalia Academy it gained a wide reputation under the principalship of the Rev. J. R. Moore, and attracted students from several states. In 1850 the trustees voted to expand the Academy into a College, but the change was not actually made until 1867, when the trustees turned over to the State of West Virginia the property of the Academy, and it was merged into the Agricultural College, the name of which was later changed to West Virginia University.

Since the State took charge of the institution in 1867 and made a University of it, it has had the following Presidents: Alexander Martin, D. D., LL. D., 1867-76; John Work Scott, D. D., LL. D., (Acting President), 1876-1877; John Rhey Thompson, A. M., 1877-1881; Daniel Boardman Purinton, A. M., (Acting President), 1881-2; William Lyne Wilson, LL. D., 1882-3; Robert Carter Berkeley, M. A., (Chairman of Faculty), 1883-5; Eli Marsh Turner, LL. D., 1885-1893; Powell Benton Reynolds, A. M., D. D., (Acting President), 1893-1895; James Lincoln Goodknight, D. D., 1895-1897; Jerome Hall Raymond, Ph. D., 1897-1901; Daniel Boardman Purinton, Ph. D., LL. D., since 1901.

The present list of officers of instruction and administration is as follows:

Daniel Boardman Purinton, Ph. D., LL. D., President and Professor of Philosophy.

Powell Benton Reynolds, D. D., Chaplain, and Professor of Economics and Sociology.

Waitman Barbe, A. M., M. S., Assistant to the President, Associate Professor of the English Language and Literature, and Field Agent.

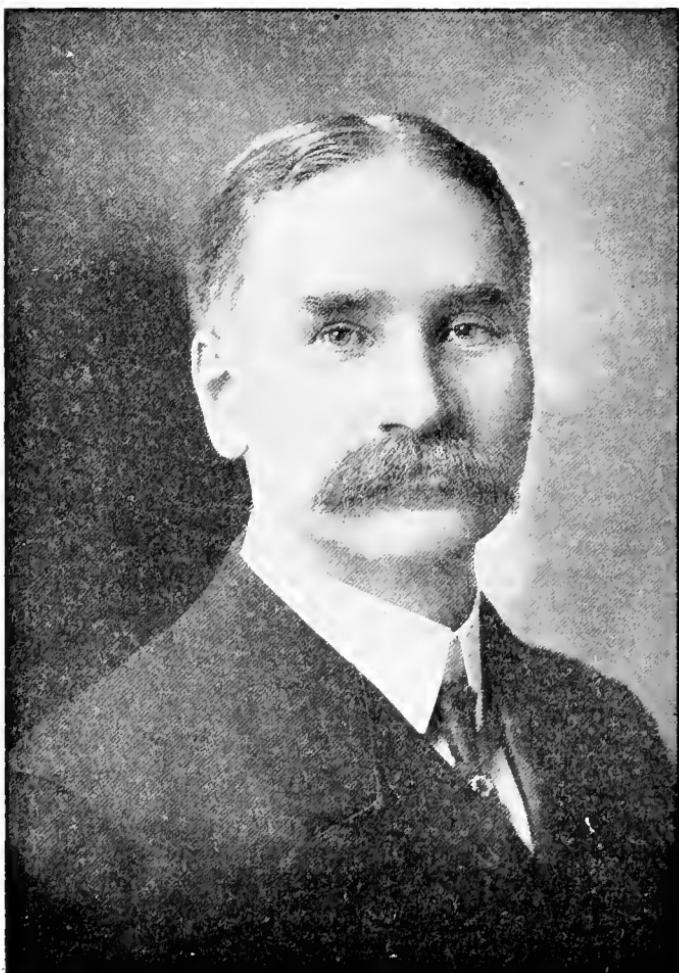
St. George Tucker Brooke, LL. D., Professor of Common and Statute Law.

William P. Willey, A. M., Professor of Equity Jurisprudence and Commercial Law.

Alexander Reid Whitehill, Ph. D., Professor of Chemistry.

Samuel B. Brown, A. M., Professor of Geology and Mineralogy.

James Scott Stewart, M. S., Professor of Mathematics.



DANIEL BOARDMAN PURINTON, PH. D., LL. D., PRESIDENT OF THE WEST
VIRGINIA UNIVERSITY

Robert William Douthat, Ph. D., Professor of the Latin Language and Literature.

Bert Holmes Hite, M. S., Professor of Agricultural Chemistry, Vice Director and Chemist of the West Virginia Agricultural Experiment Station.

Thomas Edward Hodges, A. M., Professor of Physics.

Thomas Clark Atkeson, Ph. D., Dean of the College of Agriculture, and Professor of Agriculture.

Frederick Lincoln Emory, B. S., M. M. E., M. E., Professor of Mechanics and Applied Mathematics, and Superintendent of Buildings and Grounds.

Alfred Jarrett Hare, A. M., Professor of the Latin Language and Literature, and Principal of the Preparatory School.

Charles Henry Patterson, A. M., Professor of Rhetoric.

Frederick Wilson Truscott, Ph. D., Professor of Germanic Languages and Literatures.

John Black Johnston, Ph. D., Professor of Zoology.

James Madison Burns, Major U. S. Army, Professor of Military Science and Tactics, and Commandant of Cadets.

Robert Allen Armstrong, A. M., Professor of the English Language and Literature, and Head of the Department of English.

Henry Sherwood Green, LL. D., Professor of the Greek Language and Literature.

Clement Ross Jones, M. M. E., Professor of Mechanical Engineering.

Sydney Lloyd Wrightson, Dean of the School of Music, and Instructor in Voice.

Will Hazen Boughton, C. E., Professor of Civil Engineering.

Russell Love Morris, C. E., Professor of Civil and Mining Engineering.

Jasper Newton Deahl, A. M., Professor of Education.

John Lewis Sheldon, Ph. D., Professor of Bacteriology and Bacteriologist of the West Virginia Agricultural Experiment Station.

Susan Maxwell Moore, Dean of Women and Instructor on the Piano.

James Morton Callahan, Ph. D., Professor of History and Political Science.

Andre Beziat de Bordes, Ph. D., Professor of Romance Languages and Literatures.

Frederick Lawrence Kortright, D. Sc., Associate Professor of Chemistry.

John Nathan Simpson, M. D., Associate Professor of Physiology.

John Harrington Cox, A. M., Associate Professor of English Philology.

Walter Lynwood Fleming, M. A., Associate Professor of History.

Edwin Maxey, LL. M., D. C. L., LL. D., Associate Professor of Law.

William Jackson Leonard, Assistant Professor of Fine Arts.

Clyde Randolph, M. E., Assistant Professor of Mechanical Engineering.

C. Edmund Neil, A. B., Assistant Professor of Elocution and Oratory.

Dennis Martin Willis, LL. B., Instructor in Book-keeping and Commercial Practice, and Principal of the Commercial School.

Eva Emma Hubbard, Instructor in Drawing and Painting.

Benjamin Graeff Printz, Director of the Gymnasium and Instructor in Physical Training.

Frederick Philip Ruhl, D. V. S., Instructor in Veterinary Science.

Ross Spence, Instructor on Stringed Instruments.

Grace Martin Snee, B. M., Instructor on Piano and Pipe Organ.

Justin F. Grant, M. D., Instructor in Anatomy.

Albert LeRoy Andrews, A. M., Instructor in German.

Charles Collier Holden, A. B., Instructor in Romance Languages.

Rudolf Wertime, Instructor on the Piano.

Walton Kirk Brainerd, B. S., Instructor in Dairying.

Thomas Carskadon Johnson, B. S. Agr., A. M., Instructor in Botany and Assistant Horticulturist.

Elizabeth Lee Whitescarver, Assistant in Shorthand and Typewriting.

Simeon Conant Smith, A. M., Assistant in Rhetoric and Elocution.

Martha Brock, A. M., Assistant in the English Language and Literature.

Allen Wilson Porterfield, A. M., Assistant in German.

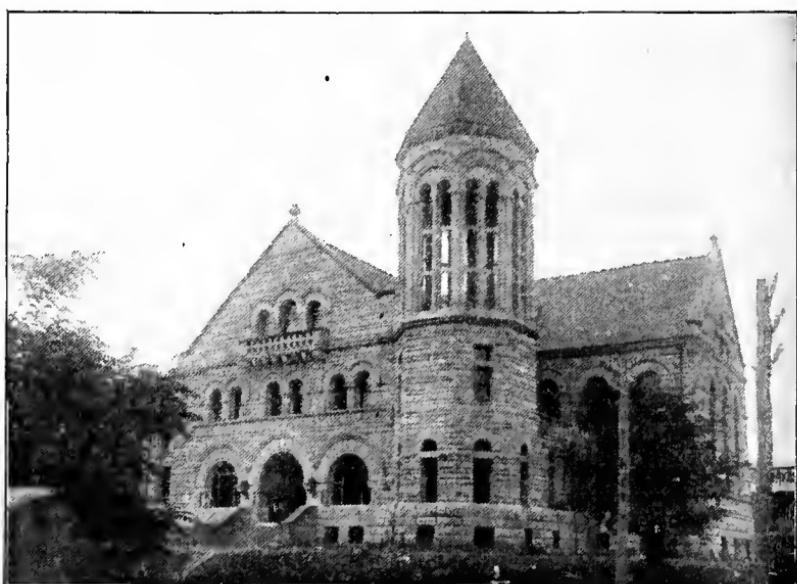
Bertha Cleland Browning, A. M., Assistant in the Preparatory School.

William Henry Whitham, A. M., Assistant in Physics and Geology.

David Dale Johnson, A. M., Assistant in English.

Emile Jenks Bray, Assistant on the Piano and Pipe Organ.

Mabel Constance Foster, Assistant in Harmony, Theory, Musical History, Sight Reading, and Ear Training, and Assistant on the Piano.



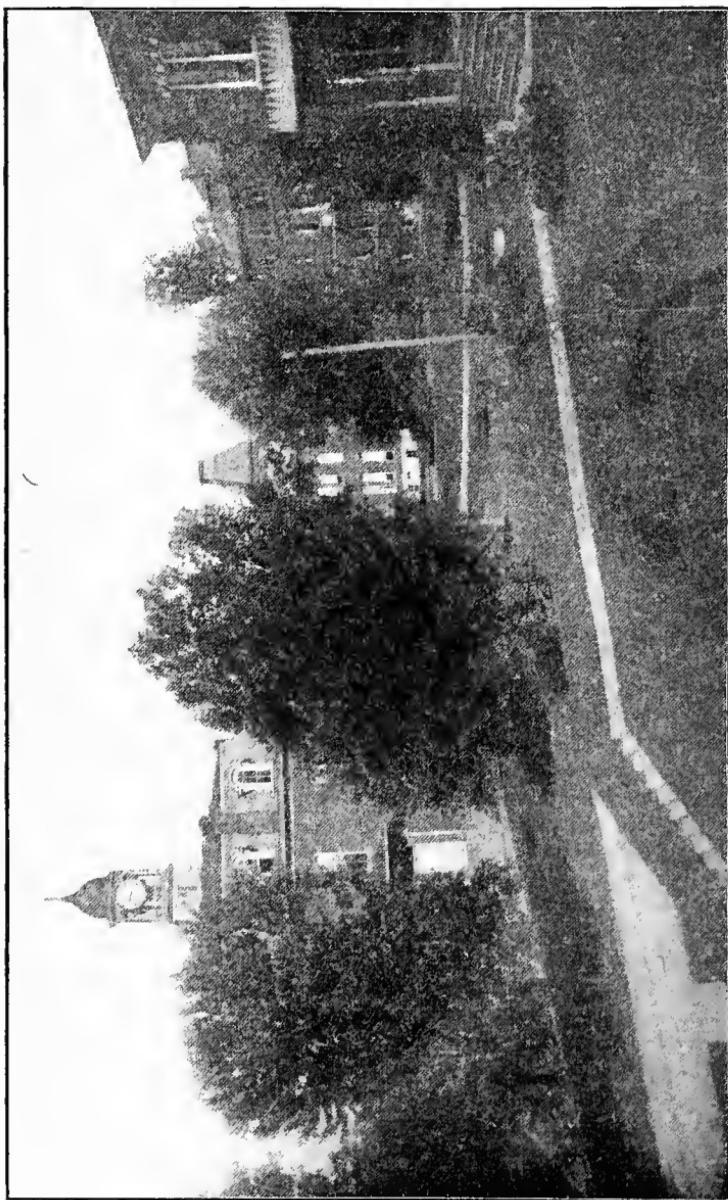
THE LIBRARY

Frances Clyde Herod, A. B., Assistant in Rhetoric and Elocution.
Drusilla Victoria Johnson, A. M., Assistant in Greek and Mathematics.
Rufus A. West, Assistant in Metal Working and Stationary Engineer.
Thomas Howard Cather, Foreman of the Machine Shop.
J. B. Grumbein, Foreman of Wood Shop.
Joseph William Lyons, Assistant in Zoology.
Wm. A. Mestrezat, Assistant on Wind Instruments.
Frances Thomas Gordon, Assistant in Voice.
Elizabeth Willey Hartigan, Teacher on the Mandolin.
William Ewin Parsons, A. B., Assistant in Geology.
James Edgar Larew, Assistant in Physics.
Pauline G. Wiggins, A. M., Librarian.
William Winfred Smith, A. M., First Assistant Librarian.
Ina Forest Nelson, Second Assistant Librarian.
Katherine Clifton Hedrick, Assistant in Law Library.
James H. Stewart, A. M., Director of Agricultural Experiment Station.
William Earl Rumsey, B. S., Agr., Entomologist in charge.
Horace Atwood, M. S. Agr., Assistant Agriculturist.
Charles Danforth Howard, B. S., Associate Chemist.
Frank Batson Kunst, Assistant Chemist.
Gilbert M. John, Assistant Horticulturist.
W. J. White, Auditor.
Martha A. Stewart, Station Librarian.

The University organization includes the following Schools and Colleges: I. The College of Arts and Sciences; II. The College of Engineering and Mechanic Arts; III. The College of Agriculture; IV. The College of Law; V. The College of Medicine; VI. The School of Music; VII. The Commercial School; VIII. The Preparatory School; IX. The School of Fine Arts; X. The School of Military Science and Tactics; XI. The Summer School.

The funds for maintaining the University are derived from the interest on the original land grant of the United States Government; the Morrill Fund; the Hatch Fund; biennial Legislative appropriations; fees and tuition, and gifts from friends of the University.

The University campus includes about fifty acres, and has on it the following buildings: University Hall, Martin Hall, Science Hall, Engineering Hall, Commencement Hall, Woman's Hall, The Library, The Armory, The Agricultural Experiment Station, and Fife Cottage. All of these, except Woman's Hall and Fife Cottage, are of brick or stone. A stone residence for the President of the University is now being erected at the edge of the campus. The Experiment Station maintains a farm of one hundred acres about a mile from the University, on which there are the usual farm buildings. Three of the college fraternities own chapter houses in various parts of the town, and Episcopal Hall, founded by Bishop Peterkin, of the West Virginia Diocese of the Protestant Episcopal Church, was especially established as a hall or dormitory for University students. Funds are now being raised with which to erect a special building for the School of Music. The Library and the Armory are particu-



A GROUP OF UNIVERSITY BUILDINGS

larly handsome buildings, the Library being one of the handsomest University buildings in the country.

The campus is very uneven but very picturesque and beautiful. The oldest group of buildings includes Martin Hall, Woodburn Hall, and Science Hall, occupying a promontory overlooking the Monongahela River, a site which for natural beauty can hardly be surpassed on any college campus in America.

For many years after Monongalia Academy was converted into the institution with the larger name, its student body was not very large in numbers, and it went through the usual experiences of the early years of most State universities. It had to outgrow political influences, and to establish itself in the confidence and affections of the people. But during that period, as in all of its history, many noble and scholarly men were connected with its faculty, and the quality of work done has always been of high grade. Up to nine or ten years ago the number of students enrolled during any year had never reached 300; now the enrollment is 1,000 and the patronage comes not only from every county in West Virginia, but from many other States, and a half-dozen foreign countries.

During the past few years the material equipment of the University has been greatly enlarged through the erection of Engineering Hall, the Armory, the Library, and the addition of much new and thoroughly modern apparatus to all of the laboratories. In 1903 arrangements were concluded with the Baltimore College of Physicians and Surgeons for the affiliation of that institution with West Virginia University. The first two years' work of the medical course may be done either in Morgantown or in Baltimore, and the clinical work of the third and fourth years is done in Baltimore. Medical students go from their work in Morgantown to Baltimore without further examination. Students who take the first two years' work of the medical course in Morgantown will, upon the completion of the course, receive their diplomas from the College of Physicians and Surgeons, but the degree will also be conferred at Morgantown, and the students will be considered alumni of West Virginia University.

After passing through an experimental state, the Summer School has been permanently established as a part of the University. It lasts for six weeks, and in addition to the regular members of the University faculty who offer courses, there are always a number of instructors engaged from other institutions, and the Summer School is now equal to the very best in the United States.

There has recently been published a history of the graduates of the University from 1867 to 1903. Among the graduates are five college presidents, forty-seven college professors, three state superintendents of schools, ten normal school principals, twenty-five normal school teachers, ten bank cashiers, twelve judges, forty-five preachers, twenty-eight doctors, six United States army officers, one United States Senator, four members of congress, one governor, one attorney general, one state geologist, ten state senators, thirty-five members of the house of delegates, sixty-five engineers (civil, mechanical, mining), forty-three superintendents or principals of high schools and schools of similar grade, sixteen editors,

about twenty-five business men and farmers, and something more than 225 lawyers. This list includes also the first sheriff of Manila, a clerk of the supreme court of the State, a clerk of the State senate, a clerk of the house of delegates, a chief mine inspector, a weather bureau director in South America, and the most famous foot ball coach in the United States.

These alumni live in thirty-seven states, besides Austria, Mexico, Japan, Siam, India, the Argentine Republic, Bulgaria and the Philippine Islands.

The list shows that thirty-seven of the graduates have died.

An institution of learning is estimated very largely by the strength of its faculty, and by the training and scholarship of its professors. The seventy or more present members of the faculty of West Virginia University were trained in the leading colleges and universities of the world, as the following list of institutions represented will show: Princeton, Harvard, Johns Hopkins, University of Virginia, University of Nashville, Worcester Polytechnic Institute, Cornell, Tufts College, Indiana University, University of Berlin, University of Michigan, University of Chicago, Columbia, Yale, West Virginia University, Stevens Institute of Technology, Massachusetts Agricultural College, the Polytechnicum in Switzerland, New England Conservatory of Music, Brown University, Drake University, Ohio Wesleyan, Marietta College, Freiburg School of Mines, and various others.



A CAMPUS VIEW

The College of Law, which began with one Professor (Dr. Brooke), and one student, more than twenty years ago, has since educated nearly all of the younger members of the West Virginia Bar, besides a great number in many other states and foreign countries. Its enrollment is usually about one hundred students, and its graduates are taking a commanding place in the control of public affairs in West Virginia.

The largest building on the campus is devoted entirely to the College of Engineering, including civil, mechanical, mining, and electrical. It is well equipped with modern apparatus and machinery. The demand for trained engineers of all kinds is greater than the supply. Every engineering student of the University has a good place waiting for him upon his graduation.

The College of Agriculture has recently introduced several new departments, and is rapidly extending its sphere of usefulness. Scientific education in agriculture is coming to be recognized as one of the most important branches of modern learning, and the University is putting itself in line with this modern movement. In addition to the regular courses in agriculture, horticulture, veterinary science, stock raising, dairying, etc., running through the whole year, a short course of one hundred lectures in the month of January is now given every year. The recently established department of Dairying has already proved to be quite popular.

The School of Military Science and Tactics, in charge of an officer detailed by the Secretary of War, was recently enlarged by act of the Legislature to two hundred and twenty-five members. Every senator and delegate is entitled to appoint one cadet from his district, and the remainder are appointed by the Regents of the University. Cadets receive free uniforms, books, stationery, use of arms, equipment, etc., free. The Armory is one of the most attractive buildings of the entire group. The names of the three most distinguished cadets are published annually in the official U. S. Army Register, and one of the three may be given an opportunity to become a commissioned officer in the U. S. Army.

The School of Music and the School of Fine Arts were founded in 1898, and their growth has been very rapid. In the School of Music alone there are now eight instructors, and students are drawn from many sections of the country.

Taken as a whole, it is entirely safe to say that no college or university in America has had greater growth and development during the past decade than West Virginia University. It is now recognized as one of the leading institutions of the country, and is much in advance of many of the older institutions which had wide reputation before West Virginia University had passed beyond the stage of the old Monongalia Academy.

The administrative officer, President Daniel Boardman Purinton, Ph. D. LL. D., is a man in whom all of the people of the State have the utmost confidence. His scholarship, tact, judgment and experience, together with his personal acquaintance with the conditions and needs of this State, fit him to be an ideal President of the commonwealth's chief institution of learning.

The present Board of Regents is one of the best that any State institution ever had. It is composed of Hon. W. J. W. Cowden, of Wheeling; Hon. J. R. Trotter, of Buckhannon; Hon. J. F. Finley, of Parkersburg; Hon. C. R. Oldham, of Moundsville; Hon. C. M. Babb, of Falls; C. E. Haworth, of Huntington; Hon. E. M. Grant, of Morgantown; Hon. D. C. Gallaher, of Charleston, and Hon. J. M. Hale, of Princeton.

Preparatory Branch of the West Virginia University at Montgomery

BY GEO. W. CONLEY, ACTING PRINCIPAL

Some years ago it became apparent to the minds of all West Virginians that those who were situated far from the University should have local schools established in which their children might receive at least enough training to admit them to the college department of the University. Most especially did some of the southern sections of the State feel the need of such a school. As an outgrowth of this sentiment, in the year 1895 State Senator T. P. Davies and John McNabb of Fayette county strongly urged the establishment of a State school in their section of the State, that it might not only save much expense on the part of those who wished to give their children a thorough preparation for college, but also that the community favored by the location of the school in its midst might have the advantages that such an institution brings to any locality. In order that some parts of the State might not have great advantages while other parts had none and that the State might deal impartially by all, the Legislature, in its wisdom, by an act passed February 15, 1895, established a school at Montgomery, Fayette county, said school to be known as the Preparatory Branch of the West Virginia University. At the same time it appropriated \$10,000 to purchase suitable grounds and erect suitable buildings. The act also provided that the school should be under the control of a Board of Regents consisting of the State Superintendent of Free Schools, and the Board of Regents of West Virginia University.

The Montgomery heirs generously gave two acres of sloping ground overlooking the town, upon which was erected a brick structure trimmed with stone. It is 65x55 feet and two stories high above the basement.

The school should have opened not later than September 1, 1896, but it was not found practicable to open it till the first of the following January, at which time it was put in operation with Mr. E. C. Bennett as principal and Miss Ruby Ray Knight as assistant. About thirty pupils were enrolled at first and it was under great difficulties that the work begun was carried on. Much credit is due to Senator T. P. Davies for the aid he gave at this time, even giving his personal efforts for some time to make teachers and pupils as comfortable as possible. The local workers were greatly aided by the encouragement and help of the Executive Board, of whom the Hon. Virgil A. Lewis and James F. Brown deserve especial

mention for the zeal with which they engaged in the work. Without unusual effort on their part the school could hardly have been started.

No furniture or apparatus of any kind was at hand when the term opened. Chairs and stoves were borrowed. So, with a few chairs that the pupils carried from room to room as classes changed, with borrowed stoves, without blackboards, and with the continual noise of the carpenter's hammer, the pioneer work of preparatory schools in West Virginia began. The first year was prosperous withal and the enrollment greatly increased.

In September, 1897, Mr. Bennett was succeeded by Mr. Josiah Keely, and Mr. Lloyd L. Friend was added to the teaching force. Mr. Keely brought to his work an indomitable will and energy, and by untiring labor with the aid of competent teachers built the school up by steady, solid growth, until at present it is of inestimable value to the community and to those who are cut off from close communication with the mother institution.

The growth of the school and the difficulties of obtaining board soon made it imperative that a dormitory should be built. So the Legislature of 1897 appropriated \$5,000 for that purpose. It was ready to be occupied January 1, 1899. Mrs. Dr. Robinson took charge as matron. In September, 1900, she was succeeded by her daughter-in-law, Mrs. Frank Robinson, the present matron. The dormitory has been a source of pride to the school and a great help in the way of obtaining good work and keeping up a good standard. The dormitory accommodates the teachers and about 25 students, and so great has been the demand for room that the Legislature of 1903 appropriated \$10,000 for another building to be used partly for school purposes and partly for a dormitory. With the occupancy of the new building about 45 pupils can be taken into the dormitories.

And in connection with the completion of the new building deserved mention must be made of the present Executive Board, the Hon. Thos. C. Miller, State Superintendent of Free Schools, Dr. C. E. Haworth, of Huntington, and Mr. D. C. Gallaher of Charleston. Because of the personal attention of this honorable body to the completion of this new building, it will be ready for use much sooner than could have been the case, had they had the good of the school less at heart. In the time of office of this Board, more visits have been made to the school, and in consequence more time spent in finding out and supplying its needs, than by any other before it. This interest is not without results. It is good seed sown in a fertile field. The interest of those in superintendence causes the pupils to think that it is worth while to study, inspires the teachers, and gives the entire school that lively energy and vigor, which can come only from interest that has for a cause become real.

Meanwhile the growth of the school has caused some additions to be made to the teaching force. In October, 1898, Miss Marian F. Cabell entered to organize a musical department, and later teaches the French language and Ancient History. Some changes have taken place as well. In 1898 Mr. Friend resigned to accept the Fellowship in English at West



PREPARATORY BRANCH OF THE UNIVERSITY AT MONTGOMERY

Virginia University and Mr. Altha Warman took his place. Mr. Warman remained till 1901, when he resigned in order to pursue the study of law. At the same time Miss Knight also resigned. The two vacancies were filled by Miss Drusilla V. Johnson and Mr. A. G. McChesney. Another member was also added in the person of Miss Hannah L. Jones, who taught German and English. In 1902 Mr. McChesney was succeeded by Mr. G. W. Conley, who took up his work of teaching Latin. Again in 1903 some changes were made in the faculty. Mr. Keely was given leave of absence for one year in order to pursue studies at Harvard University. Miss Johnson resigned to accept a position in West Virginia University, and Miss Jones to become a student at the same place. Mr. Conley was made acting principal for the year and is at present assisted by Miss Mabelle Scott, Miss Eva L. Crago, Miss Marian F. Cabell, and Mr. Henry J. Hervey.

The school has passed the experimental stage and has proved to the satisfaction of all that it pays to conduct a school for purely preparatory work, that the commonwealth that supports such institutions is making a vast stride toward the upbuilding of loyal and intelligent citizenship. No professional work is done here, but the aim is to lay a good foundation for learning and culture.

The enrollment reaches about a hundred each year. Along with the growth in numbers came an equal growth in other respects. An imposing building 208 feet in length, equipped with all the modern conveniences, such as electric lights, water supply, steam heating, etc., stands upon the beautiful campus overlooking the prosperous little town. The school has a library of about fifteen hundred selected books to which new books are being added from time to time. Upon the reading table are found the current numbers of several of the best periodicals and papers, thus giving ample opportunity for the widening and developing of the minds of the pupils. For physical exercise and care of health a gymnasium has been partly fitted up, and some attention has been given to foot-ball and base-ball. A laboratory for physics has been equipped and all experimental work necessary to a preparatory course can be done with the best of modern apparatus. Many of the other conveniences which mark progressive schools may be found here, such as a typewriter for the office, a clock to ring electric bells at any time desired, a telephone, etc.

A high standard has been steadily maintained. Those who have finished the course and have gone to the University have found their preparation equal to the best there. By the aid of the dormitory in which regular hours are kept, a standard of thoroughness that could not otherwise be reached has been maintained.

In fact, the institution is not only a place where knowledge through books may be obtained, but is also a home where good morals prevail. The aim is not only to teach science and art but also to inculcate a love for the beautiful and the good, to develop men and women; men, loyal to their country, to God, and to right; women, pure-minded and unselfish, a lovelier type of the best gift of the Creator.

Preparatory Branch of the West Virginia University at Keyser

BY PRINCIPAL L. L. FRIEND

The Preparatory Branch of the West Virginia University at Keyser came into existence by an act of the Legislature passed February 15, 1901. Judge F. M. Reynolds, of Keyser, a member of the House of Delegates from Mineral county, framed and introduced the bill, and was chiefly instrumental in securing its passage. He was greatly aided in this, however, by other friends of the measure, especially by Col. Thomas B. Davis, of Keyser, who donated seventeen acres of land as a site upon which to erect the buildings of the school. This bill carried with it an appropriation of twenty thousand dollars for the erection of a suitable building, and empowered the Governor of the State to appoint a board of Regents consisting of seven members, the State Superintendent of Free Schools to be a member *ex-officio*, and the remaining six members to be appointed from the counties composing the territory of the school. The counties designated were Mineral, Hampshire, Hardy, Grant, Pendleton, Morgan, Tucker, Randolph and Preston.

In compliance with the requirements of this bill, Governor White appointed as members of the Board of Regents for the School the following gentlemen:

To serve for two years—Col. Thomas B. Davis, of Keyser, Mineral county, and Hon. Lewis J. Foreman, of Petersburg, Grant county.

To serve for four years—Mr. J. W. Goodsell, of Davis, Tucker county, and Dr. A. N. McKeever, of Romney, Hampshire county.

To serve for six years—Mr. William A. Watson, of Fellowsville, Preston county, and Mr. James Sites, of Upper Tract, Pendleton county.

Hon. Thomas C. Miller, of Charleston, being State Superintendent of Free Schools, became a member *ex-officio* of the Board for his term of office.

This Board held its first meeting in May, 1901, and organized by electing Col. Thomas B. Davis as President, and Mr. F. H. Babb, of Keyser, as Secretary and Treasurer.

After adopting suitable plans and specifications, the contract was let by the Board for the erection of a building to cost thirty-six thousand dollars.

THE FIRST YEAR

At a meeting of the Board of Regents held in May, 1902, it was decided to open the doors of the school on the first of the following October. At this meeting three teachers were elected. They were Lloyd L. Friend, of Morgantown, Principal, Joseph E. Hodgson, of Romney, Vice Principal, and Mrs. Ida F. Menefee, of Keyser, assistant teacher.

The work of the school was formally begun by these teachers at the time appointed by the Board, though only three rooms of the building were ready for use.

The first year, taking into consideration the hindrances usually attending the opening of a new school, was a very successful one. The work was thoroughly organized and more than eighty students were enrolled for instruction.

At the beginning of the spring term of this year a commercial department was organized in connection with the school, and J. L. Best, of Rochester, Indiana, was appointed instructor in commercial branches.

The building was entirely completed in January, 1902, and was formally turned over to the State at the dedicatory exercises held at the close of the school year,—June 12.

In April of this year Col. Thomas B. Davis and Hon. Lewis J. Forman were reappointed members of the Board of Regents for a term of six years, the term of their first appointment having expired.

THE SECOND YEAR

Owing to generous appropriations for the school by the Legislature at the session of 1903, the second year was begun with a larger teaching force and considerably increased equipment. Three additional teachers were appointed by the Board. They were J. C. Sanders, of Piedmont, instructor in Chemistry and Physics, W. M. Baumgardner, of Morgantown, instructor in French and German, and Miss Elsie Huffman, of Keyser, instructor in instrumental music. Joseph E. Hodgson, having been granted leave of absence to attend school for a year, James W. Horn of Capon Bridge, Hampshire county, was appointed to take charge of his classes.

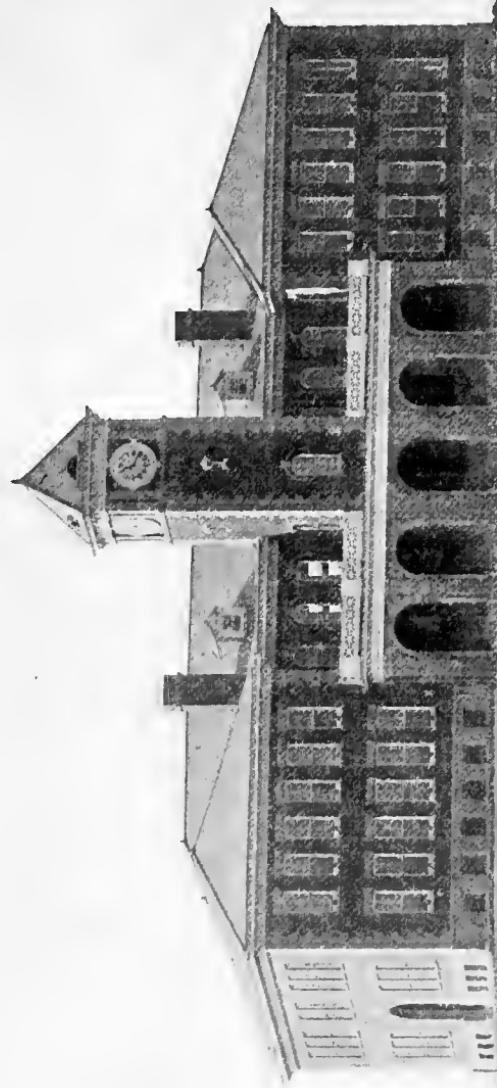
A library of about a thousand volumes was provided and the reading room was supplied with leading magazines and newspapers. The department of Chemistry and Physics was furnished with apparatus and supplies and the gymnasium was fitted with complete equipment.

At the close of the fall term of this year, one hundred and fifteen students had been enrolled.

BOUNDS AND BUILDINGS

No more beautiful school site is to be found anywhere in West Virginia than that upon which the Keyser Preparatory School stands. It is a historic one, being "Old Fort Hill," upon which stood a Union fortification in time of the Civil War. It affords a splendid view of the famous and beautiful New Creek Valley on one side and on the other, of the Back Bone Ridge of the Allegheny mountains across the Potomac in Maryland.

A school building has been erected that is in keeping with the site upon which it stands. It is a commodious brick and stone structure, built in the most modern style of school architecture, and is considered one of the handsomest and most complete school buildings in the State. The basement of this building contains the gymnasium and eight rooms used for chemical and physical laboratories, locker rooms, bath rooms, etc. On the first floor are the offices, reception room, study hall,



PREPARATORY BRANCH OF THE UNIVERSITY AT KEYSER

library and five recitation rooms. On the second floor are two halls for the use of literary societies, three recitation rooms, and the large assembly hall. This building is furnished throughout with attractive and durable furniture, and the departments are equipped with necessary apparatus.

A separate heating plant stands some distance away from the main building.

Marshall College State Normal School

BY PRINCIPAL L. J. CORBLY

Early in the last century on an eminence one-fourth mile from the left bank of the Ohio river and 80 feet above low water mark, two miles below the mouth of the Guyandotte river and the historic old town of Guyandotte, West Virginia, and eight miles above the Kentucky line, in the center of what is now the city of Huntington, stood an old log house which was called Mt. Hebron, and which was used both for school and church purposes.

So far as statistics show, Mr. John N. Peck seems to have been the first teacher in this historic old building. Soon Mr. Peck associated with him one Mr. Shepherd. Under these gentlemen the school prospered so well that it was soon deemed necessary to erect a new building. John Laidley took the lead in working up this matter and soon succeeded in raising the necessary funds. James Holderhy sold them one and one-fourth acres for \$40, which was duly conveyed to the trustees by deed dated June 30, 1838, in which it was stipulated that it should be used for none other than school purposes.

The Legislature of Virginia enacted in the same year that Benj. Brown, F. G. L. Beuhring, James Gallaher, John Laidley, Wm. Buffington, John Samuels, Richard Brown, Benjamin H. Smith, and George W. Summers he made a body politic in the name of "The Trustees of the Marshall Academy," to be located in Cabell county, Virginia. All of these trustees lived in the vicinity except John Samuels, who was clerk of the court of Cabell county and resided in Barboursville, the county seat at that time, and Col. B. H. Smith and George Summers, attorneys at law, residing in Charleston, the present capital of the State of West Virginia.

A two-story brick building with four rooms was erected, the lot was fenced and a good well was dug. Messrs. Peck and Shepherd were the first teachers to occupy the Academy, which was named the Marshall Academy in honor of Chief Justice John Marshall.

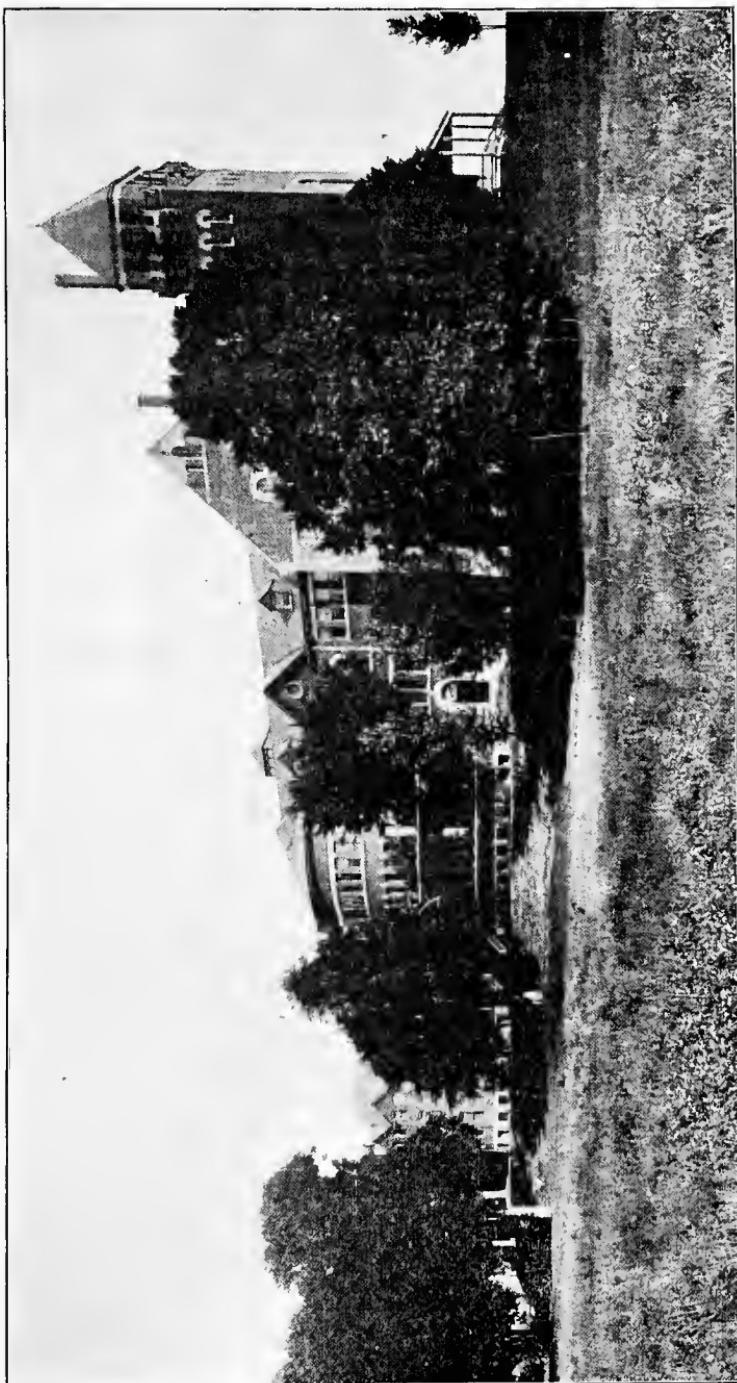
The next statistics which throw light on the history of the school is a letter from one Jacob Harris Patton dated at New York in which it appeared that he was principal of the school from September 1839 to September 1840.

There is no record of the school covering the period of 1840 to 1843.

In the latter year one Rev. Josiah B. Page was made principal of the Academy. Rev. Page remained till 1850, when he was followed successively by Henry Clark, Joseph Foster, and Rev. H. McFarland. Prof. W. B. Boyers was principal from 1854 to 1858, when he was succeeded by Prof. B. H. Thaxton. In the latter year the Legislature of Virginia made a College of the Academy and changed the name from Marshall Academy to Marshall College. The trustees of the college at the time were principally of the Methodist persuasion which placed the school immediately under the control of the M. E. Church South, but the act of the legislature making the college out of the Academy prohibited the establishment of a theological profession in said institution. The trustees at this time were Revs. Samuel Kelly, Staunton Field, S. K. Vaught, Geo. B. Poage, C. M. Sullivan, Wm. Bickers, J. F. Medley, R. A. Claughton, W. H. Fonerdon, S. F. Mallory, C. J. Warner and the following laymen: F. C. L. Buehring, Peter C. Buffington, C. L. Roffe, J. H. Poage, Dr. G. C. Ricketts, John W. Hite, St. Mark Russell, Dr. P. H. McCullough, H. H. Miller and T. W. Everett.

Mr. Thaxton was succeeded in 1860 by Rev. Mr. Brown and Mr. Brown later by Prof. Thrush, who served till the opening of the Civil War. One report says that Rev. Stanton Field served sometime between 1860 and the opening of the Civil War. Again one report says that Rev. Mr. McFarland, Mr. Jas. Foster, and Prof. Boyer served as principals between the opening and the close of the Civil War, while another report simply states that the school was local, giving no name of principals.

After the war closed Judge James H. Ferguson, member of the Legislature from Cabell county, proposed that if the county would pay off the indebtedness of the premises and transfer the property to the State, he would see that the buildings and grounds were enlarged and improved and that a normal school should be established thereon. This proposition was accepted by the county and the State by statute made it "The State Normal School," and provided that it should continue to be called "Marshall College," and that it should be governed by a Board of Regents. Under State control the Regents secured an appropriation of about thirty thousand dollars, which was expended in securing about twelve acres of land additional, in completing the building erected by the Southern Methodists, making the first building three stories high, and putting a very extensive three-story wing on the west end. After the city of Huntington was laid out in 1871, the State, by exchanging lands with the Central Land Company, made the College grounds conform to the streets and avenues of the city. In 1866 the Regents engaged the services of Prof. S. R. Thompson, of Pennsylvania, as principal. Other sections of the State immediately wanted Normal Schools, claiming that Marshall College was not centrally located, etc. To accommodate these demands State Normal Schools, Branches of Marshall College, were established at Fairmont, West Liberty, Glenville, Shepherdstown, and Concord. Prof. Thompson served until 1871, when he was succeeded by Prof. Powell, of Ashland, Kentucky, who remained but one year. He was succeeded by Prof. Morrow, of Hancock county, West Virginia. It was at the close of



MARSHALL COLLEGE

Prof. Morrow's first year of service that Prof. J. Beauchamp Clark, now the distinguished representative in Congress from Missouri, was chosen as first assistant. But the field of politics had a greater charm for Mr. Clark than the school room, hence he resigned his place at the close of his first year's service.

Principal Morrow was succeeded by A. B. Chesterman, of Richmond, Virginia. Prof. Chesterman was succeeded by Prof. Thaxton in 1881, Prof. Thaxton by Prof. W. J. Kenny, of Point Pleasant, in 1884, Prof. Kenny, by Thos. E. Hodges, of Morgantown, in 1886. Mr. Hodges resigned in 1896 to accept the chair of Physics in the State University and was succeeded by L. J. Corbly, of Alma, West Virginia, who was called from his graduate work in the University of Berlin. Mr. Corbly is still principal of the school.

The enrollment of the school grew very gradually and was sometimes high, sometimes low, but did not reach the 200 mark till 1895-96, when it went to 222. Since which time it has gradually grown until during the session of 1902-1903 it reached the respectable number of 787.

A BRIEF RESUME OF THE HISTORY AND PRESENT CONDITION OF THE SCHOOL

Established, 1837.

Became State School, 1867.

Named in honor of Chief Justice John Marshall.

Cost of buildings, exclusive of furniture and equipment, \$95,000.

Furniture, etc., \$10,000.

Number of volumes in library, 5,300.

Estimated value of library and apparatus, \$10,000.

School grounds, 16 acres in the center of city of Huntington, \$100,000.

Total value of all school property, \$215,000.

Enrollment at close of last session, 787.

Total number of graduates since made a State school, 406.

Departments or lines of study offered in this school and number of instructors in each:

Academic and Normal	15
Music	5
Art	1
Oratory	1

Connected with the school is a large Ladies' Boarding Hall, which will accommodate about 80 young ladies. In the College building proper is a Chapel Hall with a seating capacity of 800, two Literary Halls, 36 by 40, Art Studio, Oratory Studio, two Music Studios, a Study Hall, 70 by 40, Physical and Chemical Laboratory, a Model School department, 11 Recitation rooms, a Documentary Library of 3,500 volumes, and a Circulating Library of 3,000 volumes catalogued by the Dewey system, properly shelved and in charge of a trained Librarian.

Shepherd College State Normal School

BY PRINCIPAL J. G. KNUTTI

ORGANIZATION AND EARLY HISTORY

Shepherd College dates its founding as a State normal school to an act of the Legislature of West Virginia, passed February 27, 1872; but it had its beginning in a classical and scientific school, styled "Shepherd College," certificate of incorporation of which is of record at Charles Town, January 12, 1872. The passing of the school from private to State control forms an interesting bit of history.

Some of the leading citizens of Shepherdstown, filled with the desire of providing for their children and community better educational facilities, and seeing an opportunity of converting to school purposes the court house made vacant by the removal of the county seat to Charles Town, conceived the idea of drawing up an article of incorporation for a school designed to instruct students "in languages, arts and sciences." to be styled "Shepherd College." The incorporators, named in the order of their signatures, were C. W. Andrews, A. R. Boteler, C. T. Butler, G. M. Beltzhoover, David Billmyer, Samuel Knott and Henry Shepherd.

The first official meeting of this committee of incorporation was held January 13, 1872, in the court house, now for the first time styled "Shepherd College Building." At this meeting Dr. C. W. Andrews, rector of Christ Episcopal church of Shepherdstown, and the leading spirit of the movement was elected president, and Hon. George M. Beltzhoover, who also played a very conspicuous part, was made secretary and treasurer. The Committee at this meeting assumed the duties and functions of a Board, empowering itself to elect instructors, pay salaries and prescribe courses of study. Its first executive act was the appointing of Prof. Joseph McMurran Librarian of the new institution that was to be. It was resolved to have the school opened the following September (1872). It was further resolved to ask aid from the State in the form of a \$50,000 endowment in ten annual installments of \$5,000 each. D. B. Lucas, A. R. Boteler and David Billmyer were appointed a committee to present this matter to the Legislature, in session at the time.

The committee seems to have been successful in enlisting the active support of the Legislature, for on February 27 following, (1872) an act was passed establishing "a branch State normal school at Shepherd College in Jefferson county." It is worthy of notice that this act constituted a Board of Regents for this school composed of the State Superintendent of Free Schools and of the local trustees of the College, investing it with all the powers usually conferred upon such boards; but it should be noted just here that that act was re-enacted February 14, 1873, conferring those powers on the State Board of Regents of the Normal School. In accordance with the terms of the first act, the board of trustees of Shepherd College was to furnish and fit up suitable buildings for the school, without any cost to the State therefor. Accordingly the local Board, at a meeting held July

17, 1872, approved the draft of a lease drawn up by Secretary Beltzhoover, which was to be submitted to Mr. Shepherd Brooks, of Boston, the grandson and heir of R. D. Shepherd, and who inherited from the latter the College Building, with a view to the conveyance of the said college property to the trustees for school purposes. At a subsequent meeting, September 24, a committee of two was appointed to confer with Mr. Brooks as to his willingness to convey to the trustees, by permanent lease, the said College property on condition that the Legislature endow the College in the sum of \$50,000 as before specified. These terms were announced as accepted on November 1, 1872; a bill was framed providing for the endowment and was placed in the hands of Senator John W. Grantham. This bill, of course, did not pass; the conditions of the lease were not fulfilled, therefore, except that the Legislature, by its act of establishing a normal school here, showed its willingness to give it such support as it seemed to deserve. The lease, however, thanks to Mr. Brooks' liberality and to the trustees' skilfull management, has never been revoked; though the use to which the property is to be put is entirely at the option of the trustees, who are a self-perpetuating body, except that it is to be always put to that purpose which, in their opinion, will benefit the community most.

In the meantime the local board had employed Prof. Joseph McMurran as "Principal and Professor of the College," at a compensation of the receipts for tuition, and the excess rents above the necessary expenditures. Rev. J. T. Rossiter, A. M., and Alexander Tinsley, M. D., were employed



OLD BUILDING—SHEPHERD COLLEGE

(theoretically at least) as Assistant Professors. Under this management Shepherd College was for one year in operation as a classical and scientific school. The following year it passed under State control as a Normal School.

The first meeting, in Shepherdstown, of the Regents of the State Normal School was held July 8, 1873, at which it was ordered that C. W. Andrews, C. T. Butler and Geo. M. Beltzhoover be appointed an Executive Committee at this school. This committee met on July 28, and was organized by electing Dr. Andrews President and Geo. M. Beltzhoover Secretary and Treasurer,—a position which the latter has filled most acceptably and efficiently ever since.

On November 10, 1873, D. C. Gallaher, Secretary of the Board of Normal School Regents, announced to the local Executive Committee the appointment of the first faculty as follows: Joseph McMurran, Principal, D. D. Pendleton, First Assistant, and S. S. Smeltzer and Mrs. Lilly P. Lee, Assistants. With this faculty the school had its first real beginning and started off that year with an enrollment of 144 students.

The school's very existence was threatened, however, at the outset on account of the failure of the Legislature to appropriate the money requisite for its support. Accordingly the citizens were called together in mass meeting by the Executive Committee for the purpose of devising the best means of sustaining the school. A strong memorial was drafted and sent to the Legislature, urging upon it the necessity of showing a disposition to do something for the people in the trans-Allegheny portion of the State, who were contributing so largely to the State's support. As if in answer to this strong appeal the Legislature later made the necessary amends, and the school prospered.

BUILDING AND EQUIPMENTS

The property conveyed by lease to the trustees of the original Shepherd College consisted of a two-story brick building originally built by R. D. Shepherd, Esq., to which were later added two wings by the county of Jefferson, since Shepherdstown had come to be the county seat. This building comprised six commodious rooms and cost upwards of \$30,000. It is situated on a slight eminence near the center of the town on a lot embracing about an acre of ground which has always been made one of the most attractive spots in the town, the leaping, dashing run skirting its edge constituting an added charm. It was indeed a fine location for a school, being in a morally clean community noted for its hospitality and genuine refinement. Added to this is the healthfulness of the climate, the beauty and historical significance of the great Valley of Virginia spreading out before the gaze, divided at this point by the clear waters of the Potomac sweeping in graceful curves between its deep-cut craggy banks,—waters that christened the ill-fated Rumsey's great invention.

The above described building has practically been the home of the school since its founding, though a large addition adjoining its rear was some time ago built by the trustees of the school. This constitutes the

chapel and general assembly hall and has a seating capacity of 500. Being at the same time the place for holding all of the most important general meetings of the town, it has in this way peculiarly linked the interests of the townspeople with the school.

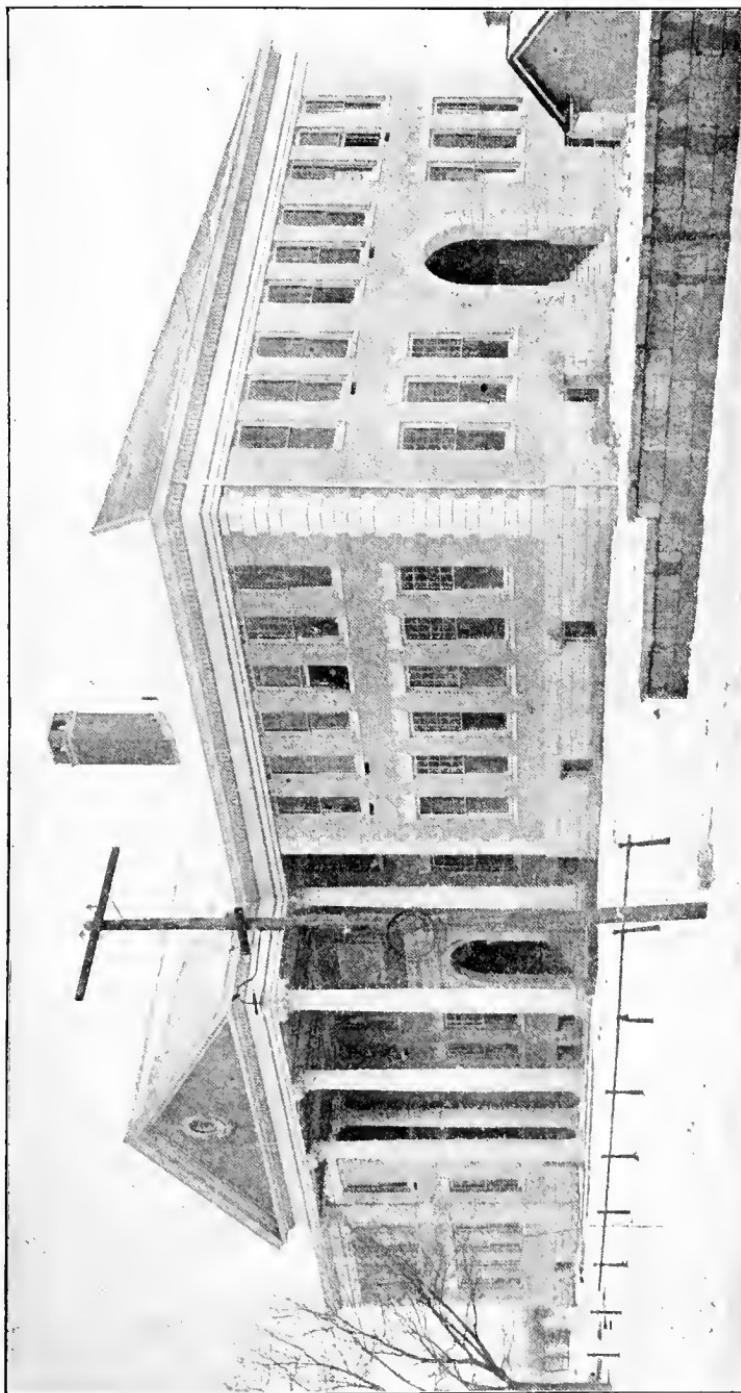
In 1897 a building costing some \$25,000 was erected by the State, just north of and on a lot adjoining the old Shepherd College property, but it was totally destroyed by fire March 9, 1901.

The Legislature has since appropriated over \$40,000 for the erection of another building, which has just been completed. It occupies the site of the Normal Building destroyed by fire mentioned above. It is a two-story structure built of buff brick, with corners, lintels, sills, arches and columns of white sandstone, giving it a fine color effect. It is well proportioned and exceptionally well lighted. The first floor contains the principal's office, general office, reception room, study hall, library, cloak rooms and six commodious class rooms. On the second floor are to be found a fine auditorium with a seating capacity of 700, two literary society halls, three additional class rooms, cloak rooms, etc. The basement contains a large gymnasium and several rooms adapted to laboratory uses. The building is heated by hot water, the boiler house being placed some distance from the main structure. Water for drinking purposes is pumped to all parts of the building from deep wells, that for lavatory and general purposes is supplied from a large cistern. It is lighted by electricity and has a thoroughly modern system of electric clocks and bells.

In library and laboratory equipment, Shepherd College compares favorably with other schools of similar grade. The State has recently been very liberal in its appropriations for school purposes and the present Board of Regents has been most considerate of our every need and comfort.

THE PRINCIPALS AND THEIR ADMINISTRATIONS

Joseph McMurran, A. M., 1873-'82, was the first principal of the school and continued at its head for nine years after it became a State institution. He is by many regarded as the father of the school and is affectionately remembered by all who ever came under his kindly tuition. He was born in 1830, not far from Shepherdstown. He received his schooling at Uvilla, near here, later attending Delaware College, Union College, N. Y., and Hampden Sidney, where he graduated in 1852 with highest honors. After graduation he taught school in Virginia and Alabama. At the breaking out of the Civil War he cast his fortunes with the Confederate cause, becoming eventually adjutant of the Fourth Virginia Regiment. After the close of the war he returned to Shepherdstown and soon after engaged in educational work, teaching private school for some years and later receiving the principalship of the original Shepherd College, from which he stepped naturally into the position of principal of the reorganized normal school. Under his administration the school had its high and low tide in attendance, having reached 160 in 1875 and falling to 55 in 1880. He resigned in 1882, and went into business in Shepherdstown. He died



THE NEW BUILDING—SHEPHERD COLLEGE

in 1902, his funeral having been the most largely attended in the memory of the citizens of this community.

D. D. Pendleton, A. M., 1882-'85, was Prof. McMurran's First Assistant during the latter's whole administration, and was appointed to the highest place when Mr. McMurran resigned. He was a graduate of the University of Virginia. During his administration the school received very scant support from the State,—indeed the attendance did not seem to justify expenditure, having reached only 65. His first and only assistant during his entire administration was Miss Mary E. Allen. During the summer of 1885 he came to a sudden and violent death, being accidentally cut to pieces by a thrashing machine upon which he had leaped in order to effect some repair.

T. J. Woofter, M. E. L., L. I., 1885-'87, was born in Spencer, Virginia, in 1862. He had graduated from the Fairmont State Normal and from the Peabody Normal College at the time of his appointment here. During his regime the school made only a slight increase in its attendance. He was, nevertheless, an able executive and left his impress on the school. Since leaving here he has been very active, both as a student and a teacher, is the author of a "Plane and Solid Geometry," and is at present Professor of Philosophy and Education in the University of Georgia.

Asa B. Bush, A. M., 1887-'91, was born in Gilmer county, this State. He graduate from the West Virginia University in 1885. The year previous to his appointment as principal here, he was first assistant to Mr. Woofter. Under his guidance the school had a substantial growth, the enrollment reaching 87, and the faculty numbering four regularly appointed teachers. He is at present Professor of Greek and Acting President of Central University, Iowa.

E. Mode Vale, A. M., 1891-'92, for one year principal of the school, was a graduate of Dickinson College, Carlisle Pa. He has since served through the Spanish-American War, having been commissioned a lieutenant in the United States volunteer service.

A. C. Kimler, A. B., 1892-1901, was born in Smithburg, Md. He attended school for a time at Mercersburg, Pa., and later entered Franklin and Marshall College, Lancaster, Pa., where he graduated with the degree of A. B. He afterward taught school in Maryland, removing later to Magahasville, Va., where he was principal of schools until called here by the Board of Normal School Regents. Under his leadership the school took on a new lease of life, growing gradually and substantially until in the last year of his principaship there were 127 pupils enrolled. During his administration a new building was added to the equipment, which burned down, however, within three years after its completion. The State had now become much more liberal toward education, so that Mr. Kimler obtained funds sufficient to start a very respectable library and to equip the school with much necessary apparatus. Since leaving here he has been principal of schools at Ceredo, West Virginia, where he is very successful.

E. F. Goodwin, A. B., LL. B., 1901-'03, was born at Bridgeport, W. Va., in 1869. He graduated from the Fairmont Normal School and later

entered West Virginia University, graduating with the class of '98 and receiving the degree of A. B. He later—1902—received from it the LL. B. degree. In 1901 he was appointed principal of the Concord State Normal School, being transferred thence the following year to the principalship of Shepherd College. The school continued to grow under his management, the attendance reaching 151 in 1902. He is at present practicing law in Clarksburg, West Virginia.

J. G. Knutti, A. B., A. M., 1903, was born in Switzerland in 1871, his parents with their family of eight children emigrating to the United States in 1879, and settling down to clear out a farm in Randolph county, this State. He graduated from West Virginia University in the class of 1897, receiving the degree of A. B. Then he taught for three years in the Fairmont State Normal School,—two years as first assistant. During the Summer Quarters of '98 and '99 he took graduate work in his Alma Mater and in the winter of 1900 entered Leland Stanford University, California, where he received the A. M. degree in 1902. Returning to West Virginia the same year he received an appointment as one of the assistants in Shepherd College, being elected to the principalship the following year.

Closely identified with the interests of this school and with educational interests generally in this section of the State, is the Hon. Geo. M. Beltzhoover, who has been treasurer of the executive committee during the entire history of the school. He was born in Cumberland county, Pa., February 8, 1844. After attending the public schools of his home and Cumberland Valley Institute, he entered Pennsylvania College, Gettysburg, Pa., in 1860, graduating thence with the A. B. degree in the class of 1864, and later receiving therefrom the A. M. degree. After graduation, he taught public school, and was admitted to the Bar of Carlisle, Pa., in 1866. In the same year he removed to Shepherdstown, W. Va., where he has resided ever since, engaged chiefly in the practice of law. As previously mentioned in this sketch, he was one of the original incorporators of Shepherd College, being now the only surviving member of that body and having been continuously from its founding a member of the Board of Trustees and the Secretary and Treasurer of the Executive Committee—positions which he has filled most ably, honorably and acceptably to the school and the State. He was a member of the West Virginia Legislature, 1869-'70, and prosecuting attorney of Jefferson county, 1871-'76. Aside from his connection with Shepherd College Normal, he has served as a member of the Board of Regents of the State University, and practically founded the Graded School of this town, and has served for some years as President of the Board of Education of Shepherdstown Independent District. Education, and more especially Shepherd College Normal School, has no stancher friend or more earnest supporter than Mr. Beltzhoover.



CONCORD STATE NORMAL SCHOOL

The Concord Normal School

BY PRINCIPAL A. S. THORN

The Concord State Normal School, located at Athens, Mercer county, West Virginia, was established by an act of the Legislature of West Virginia passed February 22nd., 1872. This act provided that the land be secured, the building erected and furnished without cost to the State. It further provided that the building should be completed within twelve months from its passage, otherwise the school should be transferred to Princeton, the county seat of Mercer county.

To secure a site and raise sufficient funds with which to erect a building for a Normal School was a considerable undertaking for the little village of Concord, now Athens, which consisted of only five families. This plucky little village under the leadership of Capt. William Holroyd, an Englishman by birth and the oldest resident of the place, went to work with a determination which always brings success and secured by subscription \$1,700 with which to erect a building and also induced William H. Martin and wife to donate six acres of land on which the building was erected.

The site having been secured and sufficient funds having been raised for the erection of a building the corner stone was laid on the 22nd of February, 1874, with Masonic honors. This building was a small wooden structure 39x48 feet with only four rooms, poorly furnished, and guiltless of paint and other ornaments.

The first session of the school opened on the 10th day of May 1875, with Captain James H. French as Principal and Major William M. Reynolds as assistant. It continued for twenty weeks and had an enrollment of seventy students.

The growth and success of the school was almost phenomenal, considering the sparsely settled territory from which it drew its patronage. The building soon became inadequate to meet the growing demands of the school and, in 1885, the Legislature made an appropriation of \$5,000 for a new and more commodious building. Three years later another appropriation of \$3,000 was made to enlarge and equip the building erected with the funds of the former appropriation. The school continued in this building until February 1899. The Legislature of 1897 was liberal in its appropriation to this school, appropriating \$20,000 for the purpose of building an addition and remodeling the building.

In point of arrangement the present building is one of the best school buildings in the State. On the first floor are three recitation rooms, principal's office, library, chapel, two society halls, and two cloak rooms. On the second floor are four recitation rooms and Commencement Hall, with a seating capacity of 850. The recitation rooms are well lighted and well ventilated. They are furnished with the best quality of slate blackboard and seated with the tablet-arm opera chair. The chapel has a seating capacity of 250 and is seated with single desks. The building is lighted with Acetylene gas and heated with steam.



A CORNER OF THE LIBRARY, CONCORD

The school has a well selected library of 1500 volumes and is also a depository for the documents of the United States Government. The Legislature has been generous enough to give the school each year an appropriation for the library and to furnish papers and magazines for the reading room.

In 1891 the Legislature made an appropriation for a Ladies' Dormitory. This building is situated about 300 yards north of the school building and contains thirty rooms.

Since the first session of the school in 1875-6, with an enrollment of seventy, to the session of 1902-3, with an enrollment of two-hundred and thirty, there have been enrolled 4,385 students, of which number 206 have graduated.

The first Principal of the school was Capt. James Harvey French. He was born in Giles county, Virginia, October 20, 1818. He received his education at Georgetown, D. C., and at the University of Virginia. On May the 10th, 1875, he became Principal and remained in that position until his death, which occurred December 11th, 1891. His body rests on the campus north of the school building beneath a beautiful shaft of granite erected to his memory by the Alumni Association.

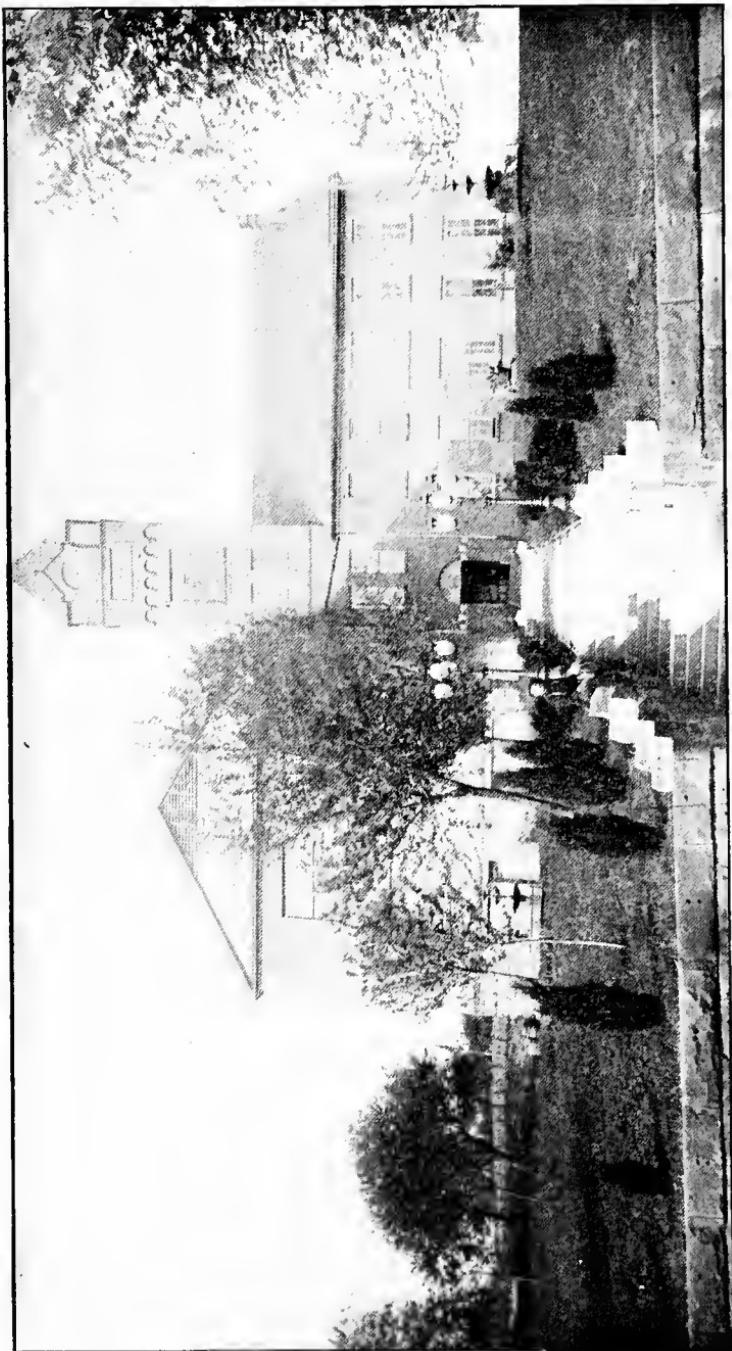
Maj. William M. Reynolds, the first assistant teacher, was born in Craig county, Virginia, January 2, 1823. Major Reynolds still lives in Athens and has not lost his interest in the school. He was a member of the Legislature twice and succeeded in getting the first appropriation to pay the teachers in the Concord Normal School for their services.

On the death of Capt. French, Mr. John D. Sweeney, of Tyler county, West Virginia, was elected Principal. Mr. Sweeney graduated from the West Virginia University in 1885, and on July the 4th of the same year he was elected first assistant in the Concord Normal and remained in that position until he was elected Principal. Mr. Sweeney was succeeded by Mr. George M. Ford, another graduate of the University, in 1897. Mr. Ford was Principal from 1897 to 1900, when he resigned and Mr. Elmer F. Goodwin was elected principal. At the end of Mr. Goodwin's first year he was transferred to the Principalsip of Shepherd College, the State Normal School located at Shepherdstown, West Virginia, and Mr. Arthur S. Thorn, the present Principal, was elected. Mr. Thorn is a graduate of Emory and Henry College, Emory, Virginia. The present Faculty consists of the following persons: Arthur S. Thorn, A. B., Principal; James F. Holroyd, First Assistant; Miss Blanche Bitner, H. D. Karnes, A. B., Mrs. Frances B. Caldwell, B. S., Miss Edna Earle Wertz, A. B., Mr. J. N. Hoylman, Miss Ida Shumate, teacher of Elocution, and Mrs. J. L. Sydenstricker, teacher of Music.

Glenville Normal School

BY JOHN C. SHAW, PRINCIPAL

The West Virginia Legislature passed an act February 19, 1872, authorizing the establishment of a Normal School at Glenville. The



GLENVILLE STATE NORMAL SCHOOL

14th of January following, the school was formally opened in the court-house where its daily sessions were held until repairs on a frame building donated by local citizens, made the same ready for occupancy by the school. This donated building served as the home of the school until 1885, when a State appropriation was made for the erection of a brick structure, two stories in height and 54x44 feet, ground dimensions. This constitutes the southeastern portion of the present building. In 1893 another appropriation permitted the erection of a new building 70x52 feet, separated from the previous building by a space of 15 feet, which was utilized for a staircase and hallways. In 1897 a tower constructed on the walls adjacent to the hallway proved unsafe and was torn down and rebuilt in 1903. A large tower clock, with four tower dials, by electric connections runs small electric clocks in different rooms and rings signal bells in class rooms.

Natural gas is supplied for heat and light. Heat is distributed by a system of steam radiators. The building is supplied with water for bath-rooms, a number of class-rooms, and laboratory. Several hundred dollars have been invested in apparatus and chemicals, which gives the laboratory a very good equipment for instruction in physics and chemistry. Geological, zoological and botanical specimens, maps, charts, globes, models and a skeleton render efficient aid in teaching the sciences.

The library contains about 3,000 carefully selected volumes. It is in the true sense a Normal Library. The books have been selected with special reference to the needs of the school. A supply of standard periodicals provides ample opportunity for the study of current events.

Two courses of study—Normal and Academic—are offered, each five years in extent. The normal course is intended primarily to prepare for the teaching profession of the State. The academic is intended to prepare for college. The chief difference in the two courses consists in the three years of foreign language in the academic in excess of that in the normal, which take the place of an equivalent amount of professional work in the normal.

Glenville is about one hundred miles from Parkersburg on the Little Kanawha river and seventeen miles from Burnsville on the Richwood branch of the B. & O. railroad. The building is in the center of a three-acre lot on an elevation overlooking the town. The campus is well sodded, adorned with shade trees and flower beds, and enclosed by a stone wall and iron fence. The location is a healthy one amid the hills of West Virginia, surrounded by rare scenery where excellent opportunities are offered for field work in the natural sciences.

The location of the school away from the railroad accounts chiefly for its slow growth in point of numbers. Yet in the history of the school it has enrolled over 3,200 students, and about 200 of that number have been graduated. Many who attended the school have become leaders in education in this section of the State, while others have won recognition in other professions and industries at home and abroad.

The following named persons have filled the office of principal and

the accompanying date indicates the time of entering on the duties of the office: Louis Bennett, 1873; T. M. Marshall, 1875; S. P. Lazear, 1881; R. F. Kidd, 1882; E. J. Hall, 1884; S. B. Brown, 1885; R. W. Tapp, 1890; Miss Verona Maple, (Acting Principal) 1891; M. D. Helmick, February, 1892; W. J. Holden, 1895; John C. Shaw, 1901.

West Liberty State Normal School

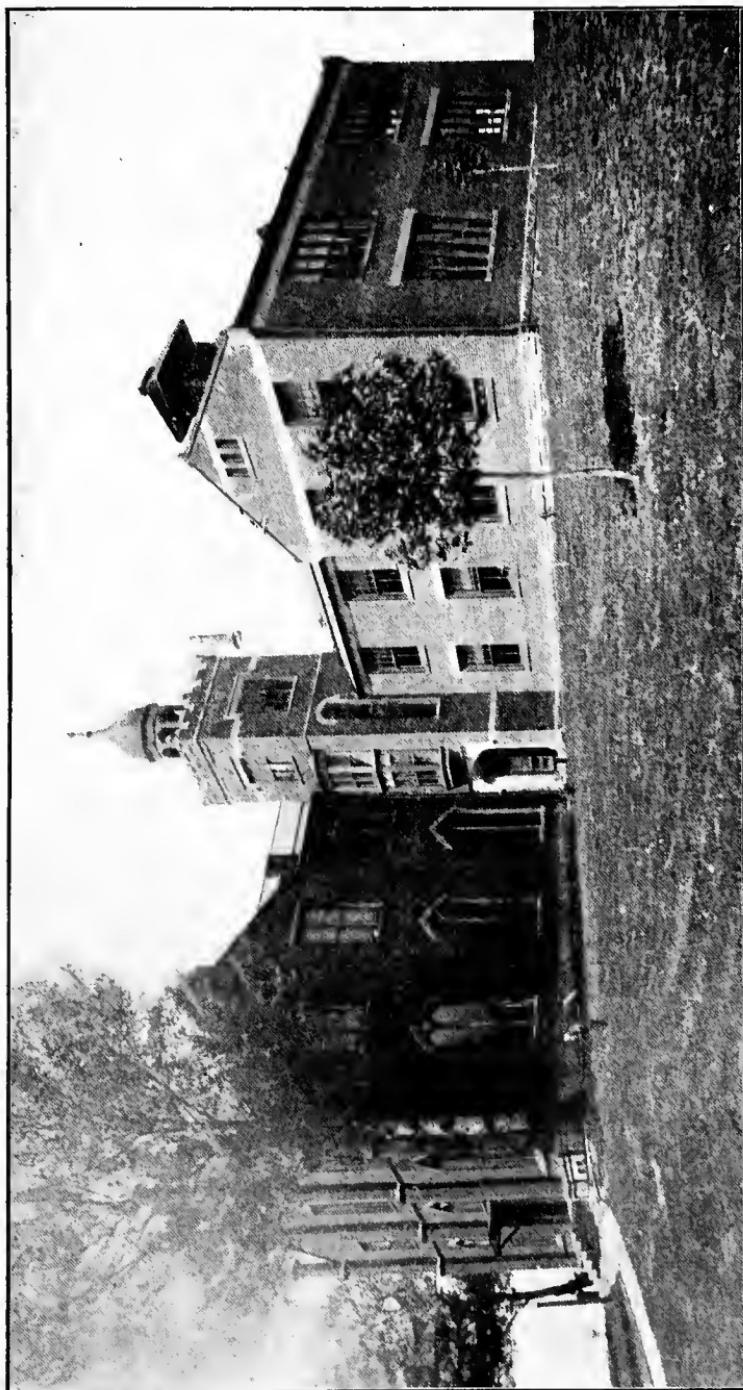
BY PRINCIPAL LORAIN FORTNEY

In 1838 Reverend Nathan Shotwell established a school at West Liberty, Virginia (now West Virginia) which he called the West Liberty Academy. The purpose of the school was to offer suitable secondary education to those of the adjacent counties of the State and others who might attend. The opening year of the school was one of bright prospects and showed an enrollment of sixty-five students. Notwithstanding the good beginning thus made many difficulties were experienced before the present normal was established in 1870, thirty-two years later.

The original building, which was a substantial brick structure, was built by the contributions of the friends of the enterprise. It was destroyed by fire in 1840, and for many years the school had to use buildings not very well adapted to the work. Under these circumstances the efficiency and progress of the school were very much lessened. But in 1857 the public spirited citizens came forward and under prospect of State aid raised by contributions among themselves sufficient funds to construct a suitable building for the school. This building is the older part of the structure now occupied by the Normal, and is a two-story brick edifice fifty feet by eighty feet. The efforts of those who sacrificed their time and money in forwarding this enterprise deserve our highest appreciation.

Among those who were especially influential at this time in advancing the interests of the school were Messrs. W. B. Curtis, M. M. Dunlap, Peter Delaplaine, Joseph Waddle, George D. Bonar and others. The patrons of the school are especially indebted to Mr. M. M. Dulap, who so generously sacrificed his time and money in behalf of the enterprise.

At the completion of the new structure, A. F. Ross, A. M., who for sixteen years had been Professor of Ancient languages at Bethany College, was elected principal of the school. Under the influence of the Civil War the former success of the school was somewhat lessened, since many of the students enlisted in the service of the Union. Professor Ross resigned in 1861 and was succeeded by Professor James Bradbury, who served until his death, only one year later. During the years extending from the death of Professor Bradbury up to the estab-



WEST LIBERTY STATE NORMAL SCHOOL

lishment of the Normal in 1870, the principals were Professor Dunning, J. O. Brown, and J. M. Frazier, respectively.

The legislative enactment by which the West Liberty State Normal School was established was passed in 1870, and was entitled "An act to establish a Branch Normal School at West Liberty in Ohio county." The act authorized the purchase by the State of the West Liberty Academy building. This was done and the school opened as the West Liberty State Normal School May 2, 1870. Professor F. H. Crago was its first principal. The school was the third in order of time established in this State, others being already established at Huntington and Fairmont respectively.

Professor Crago conducted the school successfully for three years and placed it on a firm basis. The interest taken in the school was a promise of the success which followed. For the year closing in 1873 there were 110 students, including the model school, and a graduating class of 20.

The early years of the normal from 1873 to 1886 were perhaps not passed with that rapidly increasing efficiency which has characterized the later years of the school. On two or three occasions the Legislature failed to appropriate sufficient for the support of the school. But there were always to be had firm friends who stood by the school and in times of difficulty lent their support financially and otherwise.

In the seven years beginning in 1886 the attendance of the school more than doubled. From that until the present there has been a gradual increase in numbers and the present outlook is unusually encouraging. During all these years the influence of the school has been growing and the high standard of the public schools in this section of the State is due largely to its work.

In 1896 the school had the misfortune to lose by fire the new building which had been completed only one year before. The loss was, however, made good by completion of the present commodious structure which consists of the old building remodeled, to which is added a new building. The principal during these difficulties was Professor J. N. Deahl, to whom the school is much indebted for his untiring labors.

The alumni of the school number 302 up to and including the year 1903, almost every one of whom have taught one or more terms of school. Many of them have become professional teachers. They all do well considering the cost of the school to the State which has, to put it best, only been moderate. We can estimate accurately the cost of the school in dollars but we cannot estimate the value of the influence of the school for good. Its influence lives on forever.

The school has not only provided the State with a large body of normal graduates to train her youths, but it has given guidance to many more who have not completed the course. The field of academic instruction has also been important. The school has educated many for the various fields of usefulness. A large number have received inspiration and preparation for a college course in the best schools and universities of the country.

Among the graduates of the school who have attained prominence in fields other than teaching are Hon. J. B. Somerville, a distinguished attorney of Wheeling, West Virginia; Hon. T. S. Riley, ex-Attorney General of West Virginia; Hon. Oliver S. Marshall, attorney at New Cumberland, West Virginia; Rev. E. A. Jester, D. D., of Conneaut, Ohio; and others.

West Liberty, the home of the school, was laid out during the summer of 1783, and received town rights from the Assembly of Virginia November 29, 1787. The people are religious and cultivated. The social atmosphere of the town pervades the school and contributes to its life and success. The location of the town is very favorable to school work. It is twelve miles from the city of Wheeling, far enough to be free from distracting influences of city life and near enough to share its advantages. The country around is one of the most beautiful sections of the State. All things tend to render the school home-like and to make it a pleasant place for mental labor.

The present faculty is made up of the following persons: Lorain Fortney, Callie W. Curtis, Maude Jefferson, A. S. Bell, Mollie V. Smith, Mary L. Yager, Alice V. Ridgely, Sarah Louise Brown, and Birdie Glenn.

Those who have served on the Executive Committee since the opening of the Normal in 1870 and who have done much to advance the interests of the school are General W. B. Curtis, Rev. A. E. Myers, Messrs. J. B. Pemberton, S. S. Jacob, J. W. Morgan, A. M. Ridgely, R. M. Bonar, J. B. Atkinson, A. R. Jacob, A. McCulloch, A. S. Bell, J. B. Shannon, John Gardner, Wylie Cox and Dr. J. R. Caldwell.

PRINCIPALS

The West Liberty State Normal School has had in all twelve principals. The first, F. H. Crago, A. M., a graduate of Waynesburg College, served the school from the beginning in 1870 until the commencement in 1873. He then resigned and became Superintendent of the Moundsville public schools, in which capacity he served for several years. In 1890 he became principal of the Ritchie School of Wheeling, a position which he still holds and in which he has been eminently successful.

Mr. Crago's successor was James E. Morrow, Ph. D., a graduate of Jefferson College, an institution from which he afterwards received his doctor's degree. He served the school as principal until 1875. For several years he has been principal of the Allegheny High School of Allegheny, Pennsylvania.

In 1875 J. C. Gwynn, A. B., a graduate of Waynesburg College, was elected principal. He resigned in 1879 and has since been principal of the Fairmont State Normal School, principal of the Madison School of Wheeling and Superintendent of the Wellsburg public schools, the latter of which he still holds.

Robert McPheeters was principal of the school from 1879 until 1881. The school has no record to show that he was a college graduate. How-

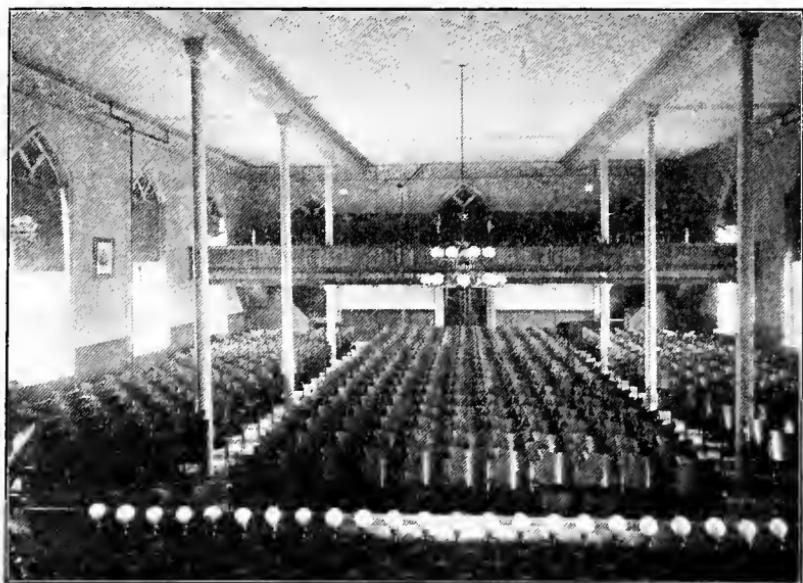
ever no one ever questioned his scholarship. He gave considerable attention to the study of astronomy, a study in which he was especially proficient.

D. T. Williams was the next principal and served until 1884. He graduated from Waynesburg College, from which he afterwards received his master's degree. After leaving the Normal he became superintendent of the Moundsville public schools in which capacity he served for seventeen years. He is now meeting with his usual success as principal of the Madison School, of Wheeling.

From 1884 to 1886 J. A. Cox, A. M., a graduate of Bethany College, was principal. Since then he served as superintendent of the Martinsburg public schools for several years. Later he studied medicine and is now a practicing physician of Wheeling.

Professor R. A. Armstrong, A. M., was the next principal of the school and directed its course for seven years. He resigned to accept the chair of mathematics at the West Virginia University, where he had graduated in 1886. His service at the University has been useful to the State. From 1894 to 1901 he was Professor of English; from 1897 to 1899, Vice President; since 1901 he has been Professor of English Language and Literature. He studied at Chicago University in 1898 and at Harvard University in 1902-'3, receiving the degree of A. M. from the latter.

Professor J. N. Deahl, A. M., was chosen to succeed Professor Armstrong. He graduated at the University of Nashville, and at Harvard



CHAPEL HALL, WEST LIBERTY

University, from each of which he received the degree of A. B. After leaving the Normal in 1898 he became Fellow in Teachers' College, Columbia University, where he remained for two years, receiving the A. M. degree in 1899. Professor Deahl is now at the West Virginia University, where he was for a time Assistant Professor of Education and later Associate Professor of Education. Since 1903 he has been Professor of Education. He is recognized as one of the strong members of the faculty.

In 1898 W. B. Cutright, A. B., became principal of the school. He is a graduate of the West Virginia Conference Seminary and of the West Virginia University. In 1889 he was elected County Superintendent of Upshur county, and later represented the same county in the West Virginia House of Delegates. After one year of service in the Normal Mr. Cutright resigned to practice law at Buchanan.

James M. Skinner, Ph. D., was chosen principal in 1899, having just graduated at the West Virginia University with the degree of Ph. B. Later he received the A. M. and Ph. D. degrees from the Illinois Wesleyan University. He resigned in 1901 and is now Vice President of Morris Harvey College. Professor Skinner has been engaged in school work for more than twenty years.

W. L. McCowan, Ph. B., was principal of the school from 1901 to 1903. He graduated at Marietta College in 1891, receiving the degree of Ph. B. The next year he was a teacher in the Ravenswood public school and from that time until his election to the principalsip of the Normal he was superintendent of the same schools. In September, 1903, he was chosen principal of the Fairmont State Normal School, a position which he still retains.

The present principal, Lorain Fortney, graduated at the West Virginia University with the degree of A. B. and LL. D., and at the Western University of Pennsylvania with the degree of Ph. D. Previous to his election to the principalsip of the Normal he was principal of the Newburg public schools three years, County Superintendent of Preston county one term, instructor in the Concord State Normal School three years, and instructor in the West Liberty State Normal School three years. In 1903 he was appointed First Assistant of the Fairmont State Normal School, but the principalsip at West Liberty becoming vacant, he was returned to that school as principal September the 7th, 1903. He is doing all he can for the interests of the school and there is every indication that the school has entered upon an era of unusual prosperity.

LIST OF PRINCIPALS AND ASSISTANTS

- G. A. Allison, Assistant, 1889-1890.
- Emma Anderson, Model School, 1872.
- R. A. Armstrong, Principal, 1886-1893.
- Susie Beck, Model School, 1872.
- A. S. Bell, Assistant, 1880-1881 and 1901.
- J. Hugh Bowers, Assistant, 1899-1900.

Mary L. Brown, Assistant, 1891-1893.
Sarah Louise Brown, Elocution, 1902-
Willa Hart Butcher, Assistant, 1901-1903.
J. A. Cox, Principal, 1884-1886.
F. H. Crago, Principal, 1870-1873.
Callie W. Curtis, Assistant and 1st Assistant, 1887-1894 and 1895-
W. B. Cutright, Principal, 1898-1899.
Lizzie N. Day, Music, 1875-1876.
J. N. Deahl, Principal, 1893-1898.
Tillie Dunlap, Assistant, 1873-1874 and 1876-1878.
Mrs. E. M. Epstein, Music, 1888-1903.
Mrs. Naomi Everett, Assistant, 1878-1879.
Essie Ferrell, Assistant, 1880-1881.
Pet Ferrell, Music, 1880-1885.
Hayward Fleming, Assistant, 1889-1890.
Geo. M. Fleming, Assistant, 1872-1873.
Lorain Fortney, Assistant and Principal, 1900-
F. S. Fox, Elocution, 1893-1895.
Birdie Glenn, Art, 1901 and 1904.
T. G. Gwinn, Assistant, 1894-1897.
J. C. Gwynn, Principal, 1875-1879.
Angie Harding, Assistant, 1874-1875.
Agnes L. Harvey, 1898-1899.
W. N. Hull, Elocution, 1871-1873.
S. S. Jacob, Assistant, 1890-1891 and 1895-1900.
Maude I. Jefferson, Assistant, 1899-
Charles Kyle, Assistant, 1874-1875.
Verona Marple, Assistant, 1894-1895.
F. R. McConoughy, Music, 1876-1878.
W. L. McCowan, Principal, 1901-1903.
Mrs. Minnie Hart McCowan, Art, 1901-1903.
Robert M. McPheeters, Principal, 1879-1881.
Miss M. E. Maxwell, Assistant, 1883-1885.
J. E. Morrow, Principal, 1873-1875.
Ella Redpath, Elocution, 1901-1902.
Alice L. Ridgely, Music, 1903-
Mrs. A. M. Ridgely, Art, 1895-1896.
John C. Shaw, Assistant, 1897-1901.
Thomas S. Shields, Assistant, 1881-1882.
Minnie Shields, Assistant, 1890-1891.
J. M. Skinner, Principal, 1899-1901.
A. W. Smith, Assistant, 1900-1901.
Mollie Va. Smith, Assistant, 1902-
Belle M. Steele, Model School, 1872-1873.
J. Anna Walker, Music, 1871-1875.
A. J. Waychoff, Assistant, 1870-1872.
Mrs. A. B. Wendt, 1st Assistant, 1881-1894.
D. T. Williams, Assistant and Principal, 1875-1876 and 1881-1884.

Rebecca Wilson, Assistant, 1894-1895.
G. M. Wood, Business, 1902.
Mary L. Yager, Assistant, 1903-
Laura Young, Assistant, 1893-1894.

The Fairmont State Normal School

Very early in the history of the Free Schools of West Virginia a lack of competent teachers was made manifest. In 1865, Fairmont established, under private enterprise the first Normal School in the State. This first "Normal" was opened by J. N. Boyd, in the basement of the Methodist Protestant Church, and continued in session ten weeks. During the winter of the same year a bill, providing for the first establishment of a State Normal at Fairmont, was introduced into the Legislature, but the session adjourned without passing it.

The citizens of Fairmont, tired of delay formed a joint stock company under the title of "The Regency of the West Virginia Normal School," and secured a charter for the same under the general corporation law of the State. The original corporators were Oliver Jackson, J. C. Beeson, Ellery R. Hall, J. N. Boyd, Dr. D. B. Dorsey, James J. Burns, T. A. Fleming, J. H. Brownfield, M. D., T. A. Maulsby, and A. Brooks Fleming.

A Board of Directors was elected. Oliver Jackson was made President, E. R. Hall Secretary, and J. J. Burns Treasurer. The first meeting of the Board of Directors was held at the home of James J. Burns. A committee consisting of J. N. Boyd and Dr. D. B. Dorsey was appointed to prepare a plan for the building. A lot was purchased of Judge E. B. Hall for \$1,500, upon which was erected the wing of the "Old Normal."

Before this wing was completed the Normal School passed into the control of the State. In February, 1867, the Legislature established the first State Normal School at Marshall College in Cabell county, and at the same session voted \$5,000 to the Fairmont Normal School, provided that \$2,000 additional be paid by the citizens of Marion county. The State further pledged to make the School a State Normal School and to finish and furnish the same and open school therein without delay.

The \$2,000 was raised by the citizens and in 1868 a formal transfer of the school was made to the State. Dr. Wm. R. White was the first principal of the Normal School after it became a State institution in 1868.

Dr. White secured from Dr. Sears, the agent of the Peabody Fund, \$500 for the Normal department and \$1,000 for the Model School. The free schools of the town constituted the Model School Department, which was under the supervision of the Principal of the Normal School. The wing erected in 1867-8 soon proved inadequate for the accommodation of both Normal and Public Schools. Dr. Sears continued his donations during the four following years.

By an act of the Legislature passed February 11, 1872, the following

bill was passed: "The sum of \$5,000 is hereby appropriated out of the monies in the treasury to be expended under the direction of the Regents of the State Normal School at Fairmont, but no part of the sum hereby appropriated shall be drawn from the treasury unless and until the Board of Education of the District of Fairmont shall pay into the treasury of the State the sum of \$5,000, which sum be added to the sum hereby appropriated, the whole constituting a fund of \$10,000."

The main building of the "Old Normal" was erected during the summer and fall of 1872. The entire cost of building and furnishing has been about \$20,000 of which the State gave \$10,000 and the District of Fairmont the remainder.

In 1870 Dr. White resigned to accept the agency of the American Bible Society for West Virginia.

He was succeeded by Prof. J. C. Gilchrist, of Penna., whose one year's work gave promise of great improvement in the school. Prof. Gilchrist had graduated under Horace Mann, at Antioch College, and was a man of excellent administrative ability and enthusiastic in his work.

In 1871, Dr. J. G. Blair was elected principal. Dr. Blair was a ripe scholar, an experienced teacher, pre-eminently fitted to instruct and to inspire the young man or woman who became his pupil. And now began the real life of the Fairmont State Normal. It was no longer an experiment, but an established State institution; not free from criticism, nor secure against neglect from the State, but possessing year by year an inherent strength that enabled it to withstand the storm of persecution and grow strong in spite of neglect.

In 1874 the Normal and Free Schools were separated. This separation resulted in benefit to both schools. In June 1871 the first commencement exercises were held in the Methodist Episcopal Church. Hyre D. Clark, of Buckhannon, Uppshur county, was the first and only graduate of the school that year.

In June, 1872, the first catalogue was issued and for five years thereafter the students and alumni published the annual catalogue and bore the expense of programmes, etc.

The number of students enrolled and graduating and the number of counties represented each year for the first ten years of the school is given below:

1868-9	there were enrolled	30.
1869-70	there were enrolled	40.
1870-1	there were enrolled	60; graduates, 1.
1871-2	there were enrolled	85; graduates, 3.
1872-3	there were enrolled	108; graduates, 25.
1873-4	there were enrolled	100; graduates, 19.
1874-5	there were enrolled	153; graduates, 33; counties rep., 15.
1875-6	there were enrolled	105; graduates, 20; counties rep., 18.
1876-7	there were enrolled	139; graduates, 23; counties rep., 19.
1877-8	there were enrolled	221; graduates, 14; counties rep., 21.

Total enrollment 1,230

It will be seen that the growth of the school was continuous during these years save in the year 1875-6. A very strong effort was made this year to do away with all the Normal Schools of the State. The great uncertainty bore fruit in decreasing the attendance but the hearts of the friends of the Normal Schools waxed stronger and bolder with each renewed attack of the enemy. The present great prosperity of the Fairmont Normal owes much to the persistent and increased effort on the part of the few who would not be deterred from renewed interest in behalf of the Normal School.

The large numbers of teachers who went out from this school to give proof of the practical advantages of the school, in their work as teachers in the free schools, added greatly to the success of the school.

Her graduates and undergraduates are found in places of honor and influence over the State. And to them the Normal School owes a large measure of her success.

The school is indebted to Prof. White for securing the Peabody fund and for his wisdom in employing Normal School graduates to teach in the schools.

Prof. Gilchrist made his influence felt more in methods of teaching and modes of discipline than in special acts.

But above all, the school owes its prosperity to the profound learning of Dr. Blair and his unceasing labors in and out of the school room.

The assistant teachers connected with the Normal School during the first ten years were; Mrs. M. L. Dickey Fleming, of Pennsylvania; educated at the Episcopal Seminary of West Chester, Pa., and at State Normal School of Millersville, Pa., under Dr. Edward Brooks, where she graduated. Miss Dickey entered the school at the close of Dr. White's administration in 1870 and held this position until the death of Dr. Blair in 1878, when she was made principal.

Mrs. Lucie M. Fleming Stewart, of Fairmont, W. Va., was educated at the schools of Fairmont; graduated from the State Normal of Fairmont in 1872; was chosen second assistant in 1874, held this position until December 1878, when she was elected first assistant. No teacher of the Normal was ever held in higher esteem.

The growth of an institution of learning may be likened to the growth of an individual. It must needs pass through the periods of infancy, childhood, protected only by the devoted few. It must withstand the various attacks of unpopularity, of poverty and of persecution to prove that it possesses the inherent principles of virtue and worth. These first ten years stamped upon the Fairmont Normal School the permanency that is founded on true worth.

The next five years of the school were very eventful ones, being marked by the death of Dr. Blair and an almost entire change in the teaching force during this period.

The Normal Schools received a shock by the action of the Legislature in the session of 1879, failing to appropriate sufficient funds to carry on the schools that year, and forbidding the Regents making contracts with the teachers that would in any way bind the State in future, and also

practically annulling the Normal diplomas by providing that Normal School graduates might be required to pass examinations upon the demand of any District Board of Education.

This period was an eventful one and a memorable one in the history of the institution. The death of the man who laid the corner stone of success of the institution, the resignation of the teachers who had been associated with him almost from its beginning, the failure of the Legislature to appropriate for two years for its support, the partial annulment of the Normal diplomas, the frequent changing of teachers all served to make it a transitional period in the history of the school.

It was ably managed by persons placed in charge and successfully weathered all storms of opposition. That it did so is due in no little measure to Hon. B. L. Butcher, a graduate of the school, who was then State Superintendent of Schools and president of the Board of Regents of the Normal School.

At the end of the school year 1881-82 Miss Dickey resigned, having been connected with the school since its organization as a State institution in 1867, a continuous work of over fifteen years. During this period she was earnest and active in her chosen work, and left the impress of her character and life upon the many students who came to the Normal to receive instruction. She labored with great zeal during this entire period and when the dark days came and it seemed the Normal Schools were doomed, she was not found lacking in any essentials necessary to achieve success. She possessed rare executive ability and the power of winning the affection of her pupils. She was held in the highest esteem by all, and it was with regret that her resignation was accepted. She fitly closed her continuous connection with the school which she had served so long and well as its highest executive officer.

In 1882 Prof. U. S. Fleming was made principal. He was educated in the Fairmont School and graduated from the Normal in 1873, afterwards he attended Adrian College and then determined to devote himself to teaching. Prof. Fleming had been a teacher in this school since 1876, and his promotion to the principalship was a recognition of his faithful service. He was an excellent instructor and very popular with the students.

The year 1883 opened with the following teachers: C. A. Sipe, A. M., Principal; Prof. U. S. Fleming, Miss N. R. Cameron and Miss May Jackson, assistants.

The enrollment for this period shows a steady growth in attendance. The number of students enrolled during the six years and the number of graduates was as follows: In 1883-4 there were 200 enrolled, 8 graduates and 24 counties represented; '84-5 207 enrolled, 7 graduates and 22 counties represented; '85-6, 230 enrolled, 10 graduates and 25 counties represented; '86-7, 258 enrolled, 8 graduates and 24 counties represented; '87-8, 268 enrolled, 14 graduates and 26 counties represented; '88-9, 297 enrolled, 14 graduates and 24 counties represented.

During this period an effort was made to raise the standard, by adding new branches, such as Pedagogy, Psychology and other professional

works. Prof. Sipe was very active in behalf of the school, both in the field during the summer as an institute instructor and also at the session of the State Legislature. He aided in securing an increased appropriation for teachers and did much to create a favorable sentiment in behalf of the Normal Schools by representing their needs and showing the work that had been accomplished by them for the State. The continued growth of the school during his administration shows him to have been well qualified for the position. Prof. Sipe was a man with strong individuality, well versed in literature, an eloquent speaker, a thorough Christian gentleman and a straight disciplinarian. After Prof. Sipe's resignation in 1889, Miss N. R. Cameron, who had been first assistant, was made acting principal for the year '89-'90. The attendance for the year was 232, with a graduating class of 24 which was named the "Barnes Class," in honor of Principal J. W. Barnes. During this year there were 29 counties represented, being the highest number ever represented in the school at one time.

At the end of this session Miss Cameron, who had been a member of the faculty since 1882, tendered her resignation as a member of the faculty to make a tour of Europe and later to become the wife of Mr. Geo. Morrow. Her connection with the Normal was very beneficial in many ways. Having a strong individuality and a positive character she sought to impress upon the student the importance of attaining a high standard



STATE NORMAL SCHOOL, FAIRMONT

of excellence and a thorough fitness of both mind and heart for the high calling of teacher.

The fall of '90 witnessed many changes in the faculty. Prof. John Roemer, formerly of Linsley Institute, Wheeling, W. Va., was elected principal and J. Walter Barnes, Miss A. B. Boyd, Benj. F. Ramage and Miss Mary E. Knight assistants. At the November elections Prof. Ramage was chosen clerk of the Circuit Court of Marion county, and Charles W. Evans, then principal of the Fetterman graded school, was elected to take his place.

The senior class this year numbered twelve, and was called the Roemer Class in honor of the principal. Twenty-five counties were represented, with a total enrollment of 257. To this time the Fairmont Normal and public schools had occupied the same buildings known as the Old Normal Hall. But the constant growth of both schools made it necessary that one should find room elsewhere. By a special act of the Legislature a bill prepared by Prof. J. Walter Barnes, was passed, providing for the transfer of the entire building to the Board of Education of the Fairmont District, and also provided for the erection of the now handsome "New Normal." Work was begun at once and by the 14th of June, 1892, the corner stone of the new building was laid, the school, the secret orders, and citizens of Fairmont and vicinity participating.

At a meeting of the Board of Regents held in June, 1901, no principal was elected, and Prof. J. Walter Barnes was instructed to take charge of the school until a second meeting of the Board, which was held in Parkersburg in September. At this meeting Prof. J. C. Gwynn, then principal in the Wheeling City Schools, was chosen for the remaining part of the year. Prof. Gwynn labored faithfully throughout the year and the school continued to grow.

This year the class consisting of eight young ladies and 18 young gentlemen, called themselves the "Columbian Class" in honor of the 400th anniversary of the discovery of America by Columbus.

At a meeting of the Board of Regents, held in Wheeling on July 8, 1892, Prof. J. Walter Barnes was chosen principal and Miss Irene T. Myers, assistant, the other teachers remaining the same.

This was the beginning of the happiest period in the history of the Fairmont Normal. Near the opening of the spring term of '93 the new building was completed and ready for occupancy. "So we moved." It required two days to make the necessary transfer and as many more to become acquainted with the new surroundings. To many, leaving the old building was as if leaving the homestead, for in many years as students and teachers they had become so much attached to it that it was with tear stained cheeks that many left the Old Normal Hall on Friday morning, March 20, 1893. But no one was sorry that better quarters were provided.

The new building was dedicated with appropriate ceremonies, consisting of a dedicatory essay by Miss Annie Linn, a member of the senior class of that year, and addresses by members of the executive committee, ex-Governor Pierpont, Mayor C. W. Arnett, Prof. T. C. Miller, Rev. Murray and others.

In accordance with all its surroundings the class of '93 called itself the "Omega and Alpha" class as representing the last of the old and the "fust" in the new. It numbered 21. The enrollment this year was 282.

The beginning of the year 1893 witnessed a new departure in the way of distributing the work among the teachers. Previous to this time each teacher was expected to teach anything and everything in the course. The following departments were arranged: Professional, Language, Mathematics, Science, and History, and as a result much better work has been done both by students and teachers.

The class this year was called the "Evans Class" in honor of Prof. Evans, and was one of the best classes ever graduated from the Normal. It numbered 15 and the average grade for the class was 93 2-3; enrollment, 329. No changes were made in the faculty until the beginning of the year '94, when Miss Ella D. Miller was elected to take the place of Miss Ina Nelson. Everything moved satisfactorily, students labored faithfully in search of the hidden treasures in the fields of science and literature.

The continued prosperity and growth of the Fairmont Normal School, under the very adverse circumstances which it had to meet saved to the State of West Virginia the Normal School system. Indeed, had it not been for the success of the Fairmont school and the efforts of Hon. Jas. Morrow, then a member of the Legislature from this county the Normal schools of the State would have been abolished.

But the elections of 1880 changed all this. The Legislature chosen was friendly to education, and at the session of 1881 repaired to some extent the injury done by appropriating for part of the back pay of the teachers; providing by general law for the continued and permanent pay of the teachers in the Normal Schools. As a result there was an immediate increase in enrollment when the public learned that a number of the leading men of the State were members of the Legislature and friendly to the Normal schools.

Miss Louise Pride had retired at the end of the school year '95, and the Board elected in her place Mrs. M. L. D. Fleming, whom many of the former students knew as Miss Dickey. Professor E. E. Mercer was also elected at this time, thus giving six teachers to continue the work throughout the year.

Professor Mercer graduated in the class of '79, and has done much toward the success of the school.

Through the earnest efforts of the many friends of the institution the Legislature of '96 made an appropriation for an addition to the building, consisting of class rooms, a chapel, and society halls, all of which were made necessary by the increased attendance.

The class of '96 was called the "Myers Class" in honor of Miss Irene T. Myers, one of the institution's strongest teachers.

Miss Myers gave this class such an incentive that every member of the class has since been a student of some higher institution of learning.

Miss Willa Hart Butcher, a member of this class, was the first grandchild of the school, her father and mother having graduated in '74.

The faculty for '98-'99 was as follows: J. Walter Barnes, Principal;

with the following assistants: W. R. Stanniford, J. G. Knutti, Joseph Rosier, M. C. Lough, Miss Emma Fordyce, Miss Jessie C. Morris, Mrs. Worth Fleming, Miss May Shuttleworth. Graduates, 9 ladies and 6 gentlemen.

The faculty for '98-'99 was as follows: J. Walter Barnes, Principal; Assistants, J. G. Knutti, Joseph Rosier, M. C. Lough, Roy Reger, Miss Winifred O. South, Mrs. Mabel H. Gardiner, T. J. Humphrey, Miss Lizzie Harmer, Miss Ella M. Fordyce, and Miss Elizabeth M. Bussing. Graduates, 9 ladies and 8 gentlemen.

The faculty for '99-'00 was as follows: J. Walter Barnes, Principal; Assistants, J. G. Knutti, Joseph Rosier, Miss Winifred O. South, Mrs. Mabel H. Gardiner, T. J. Humphreys, W. C. Miller, M. C. Lough, Miss Ella M. Fordyce and Miss Elizabeth Bussing. Graduates, ladies, 7; gentlemen, 20.

The faculty for '00-'01 was as follows: J. Walter Barnes, Principal; Assistants, M. C. Lough, Mrs. Mabel H. Gardiner, T. J. Humphrey, W. C. Miller, Miss Alice Maude Potts, J. H. Bowers, Miss Ella M. Fordyce, and Miss Elizabeth M. Bussing. Graduates, ladies, 3; gentlemen, 6. Total, 9.

Faculty '01: J. Walter Barnes, Principal; Assistants, M. C. Lough, Miss Alice Maude Potts, Mrs. M. H. Gardiner, T. J. Humphrey, W. C. Miller, C. W. Waddell, J. H. Bowers and Miss Elizabeth Harmer.

The class this year was called the "Harvey W. Harmer" class in honor of Mr. Harmer, a graduate of the school, and a member of the Board of Regents.

Professor Barnes' administration of the school now ended. Mr. Barnes had served as principal for nine years, and during that period the school reached its greatest prosperity. The school owes much to Prof. Barnes, as he had the ability to draw around him all that was best for the school.

1902—Faculty, Professor M. M. Ross, a graduate of the school, class '97, Principal; Assistants, M. C. Lough, W. C. Miller, C. W. Waddell Miss Alice Maude Potts, Miss Ida Abbott, E. E. Mercer, Mrs. Gardiner, Miss Sarah Maxwell, and Ida Maude Potts.

This year was the beginning of a change in the administration of the school, and was marked by all the difficulties attendant upon such a time, but as there was a master spirit at the head, the school advanced as in former years, and was recognized as one of the foremost institutions of the State.

Faculty 1903: M. M. Ross, Principal; Assistants, M. C. Lough, Mrs. M. H. Gardiner, W. C. Miller, C. W. Waddell, Miss Ida Abbott, E. E. Mercer, Miss Ida Maude Page, Miss Sarah Maxwell, Miss Amebel Kelley, H. F. Rogers, Miss Phrania Zink.

The school year opened with unusual prospects. However at Christmas time the students and friends were shocked by the news of the sudden death of Professor Ross. His life and character are best expressed by the following tribute copied from the catalogue of Marshall College, a sister institution:

"To the permanent records of this school Marshall College adds a word of tribute to the memory of a brother principal.

Marcus M. Ross, up to the holidays of the session of the year 1902-03 principal of the Fairmont State Normal School, in the very morning twilight of new successes in a larger field, consecrated to his work to the last moment, a hero to the cause of public education in West Virginia, suddenly found his morning twilight become evening and the evening of his useful and promising career dark night,—death. With the passing of a night Principal M. M. Ross passed from what was supposed to be comparatively good health to that bourne which each year more and more adds to the mystery of man and his mission on earth. In a moment—a sad one for hundreds and thousands—a loyal and faithful principal, an excellent educator, a noble man, and a true friend to the cause he espoused, has said a final mortal adieu to us all, and one whom the profession could ill afford to spare, has forever resigned his position on earth.

The gifted author of *Snowbound* has said that 'It might have been' is the saddest of all words of tongue or of pen, but to us 'farewell' is sadder still. Friendships seem made to end; affections tender and true to fade; noble men and angelic women to work, to love, to reproduce their like, and to die; yet in all the varied forms of this passing there is enough that is beautiful, and sweet, and true, and good, and pure, if only we all seek to bring it instead of its opposite to the front, to make this thing called 'life' a thousand times worth the living even if its last breath must be hushed with the silence of sorrow and farewell. Even here compensation has its claims repeated, for the better and the more useful the life the deeper the sorrow that follows its closing. He who insists upon believing no further than he sees if only he study the worth of a true man or true woman will find even in the theory that death ends all enough to prompt him to his noblest efforts, but he who studies the deeper aspects of the question finds purpose inherent in power, and an infinite wisdom inherent and impersonated in purpose, hence more or less of compensation even in the saddest thing we know—death."

On Sunday, June 7, '03, at the Normal Auditorium, a "Ross Memorial Service" was held. Words of praise, and tributes of respect were paid to the worth and character of Professor Ross by Hon. Thos. C. Miller, State Superintendent of Schools, members of the faculty, students, and friends.

First Assistant M. C. Lough, during the remainder of the school year served as Acting Principal.

On August 25th Principal W. L. McCowan of the West Liberty State Normal School, was transferred to Fairmont.

On September 9th, '03, the school opened with the following faculty in charge: W. L. McCowan, Principal, Professional studies; E. E. Mercer, First Assistant, Mathematics; Ida Abbott, History and English; Harold F. Rogers, Science; Mary McConn, French and English; Willa Hart Butcher, Latin and Greek; Olive R. Ross, Rhetoric and Literature; Wm. R. Shaw, Economics, Geology, Gymnasium Director; Sarah Maxwell, Vocal and Instrumental Music; Mabel Norton Simmons, Elocution, Physical Culture; Amebel Verena Kelley, Art.

West Virginia Schools for the Deaf and the Blind

BY PRINCIPAL JAS. T. RUCKER

When West Virginia first became a State, she was almost entirely without any of the usual institutions for the care of the helpless, the insane, the defective, the incorrigible or the criminal. If a practical apology were needed for her existence, a better one could hardly be found than this fact. Within forty-one years she has equipped schools, universities, hospitals, reformatories, etc., sufficient in most respects for her present needs, and on a scale and in a style worthy of her rapidly increasing prosperity and wealth.

Among these institutions, a school for the Deaf and Blind was set in operation in 1870. Prior to that date, blind and deaf children from this State were provided for at the public expense at the older schools of Virginia and Ohio, at Staunton and Columbus.

It was not possible at that early day to know just how many pupils could be found within the State. Judging from the records of attendance at Staunton and Columbus there should have been very few, but when the State school was opened, and thirty children, twenty-five deaf, and five blind, flocked into it, it became apparent that many were being neglected and the event furnished abundant justification for the establishment of the Institution. It has been in operation for more than thirty-three years, and the number of pupils has increased seven fold.



A GROUP OF ROMNEY BUILDINGS

The number of blind pupils has never borne the proportion to the deaf that would be expected from a comparison of the census statistics; nor do the numbers of either class reach the figures that such statistics would seem to indicate, but after the thorough canvass which has been made to locate and enroll pupils of both classes, it is reasonable to suppose that many enumerated in census returns have passed the age limit entitling them to attendance.

The institution is located in the South Branch Valley of the Potomac, in the county of Hampshire, sixteen miles from the main line of the Baltimore and Ohio railroad, at the terminus of a branch line to Romney, the county seat, a town of about twelve hundred inhabitants. The site is a delightful one, and the climate the most equable, perhaps, in the limits of the State. The temperature rarely falls to zero, and seldom rises above 92. Violent storms are infrequent, and the wind never rises to destructive violence. The salubrity of the situation is all that could be desired, and the hospitality and good will of the people are a source of perpetual satisfaction and great pleasure to the management.

The purpose of the schools is purely educational, and combines no feature of the asylum other than residence during the course of instruction, which, like most other schools, is a period of ten school months, with a vacation of twelve weeks, which the pupils spend at home.

Practical experience has demonstrated that a ten years' course is desirable and in most cases necessary to prepare pupils of these classes for the duties of life, and the obligations of society. The aim of all education is to instill into the minds of the young the sense of right and



A GROUP OF TEACHERS AND PUPILS, ROMNEY

duty, to impress upon them self-respect, and a regard for others, as well as to make them self-supporting, from which must flow intelligent discharge of the duties and responsibilities of citizenship.

To this end, instruction is made as broad as possible, the handicrafts being taught in conjunction with the academic branches. The deaf pupils are afforded opportunity of acquiring a thorough and practical knowledge of gardening, farming, baking, shoemaking, printing, tailoring and carpenter work; while the blind are instructed sufficiently high in various branches to make them good teachers, either in music or common branches, with practical training in broom and mattress making. The girls of both departments are well grounded in domesticity and household virtues, and their general welfare and development are particularly observed.

The school for the deaf is well equipped both as to building and apparatus, but the blind department is very much in need of better accommodations. We have every reason to anticipate that our next Legislature will make necessary provision for this section of the schools, and that a more perfect separation will be affected, contributing in a large measure to the advancement and comfort of the blind pupils.

Taking into account the general and individual good accomplished by institutions of this nature, it is to be earnestly hoped that those few States of our Union now wanting in this particular, will make the proper provision for their establishment at an early day.

The West Virginia Reform School

BY SUPERINTENDENT O. E. DARNALL

ESTABLISHMENT

The West Virginia Reform School was established by an act of the Legislature in 1899, but was not formally opened for the reception of inmates until July, 1890, hence the institution is not yet fourteen (14) years old.

LOCATION

The school is located at Pruntytown, Taylor county, on the old North-western turn pike, four and one half miles from Grafton, the county seat. The location is very healthful and picturesque in the uplands, two miles from the Tygarts Valley river.

OBJECT

The institution is exclusively for the reformation and care of male minors between the ages of eight and sixteen years.

The white and colored boys are accorded exactly the same privileges and advantages, but are kept separate. All family officers and teachers are white.

MANNER OF COMMITMENT

Boys between the ages of eight and sixteen may be committed to the Reform School by Justices of the Peace for incorrigibility, viciousness or vagrancy; by Criminal or Circuit Courts for felony or misdemeanor; by United States Courts for either of the districts of West Virginia, the United States paying for maintenance and support; by parents or guardians who place boys in the institution for temporary restraint, agreeing with the Board of Directors for their support and maintenance.

ENROLLMENT

Since the school opened for the reception of inmates in 1890, ten hundred and eighty-five (1085) boys have been received into the institution. The enrollment for the past year, March 1st., 1903, to March 1st., 1904, has averaged two hundred ninety (290) and of this number forty-five (45) were colored.

PLANT

The plant consists of one hundred and ninety-four (194) acres of land, sixteen (16) buildings, together with a number of horses, wagons,



ADMINISTRATION BUILDING

cows, hogs, &c. A pumping station is maintained at the Tygarts Valley river, from which the school derives its water supply; a new reservoir has been constructed upon one of the highest elevations of the farm, with which the buildings are connected by a six (6) inch cast iron water main. The altitude of the reservoir is such as to afford a water pressure at the different buildings of from forty-five. (45) to seventy-five (75) pounds. A sewer line conducts all refuse from the school into the Tygarts Valley river. The institution maintains an electric light plant for the purpose of lighting both buildings and grounds. The fuel used by the school is the famous Pittsburg coal, a seven (7) foot bed of which underlies a part of the farm.

EMPLOYMENT OF BOYS

Forty (40) of the smallest white boys attend school the entire year, The other boys attend school three and one half (3 1-2) hours per day, nine (9) months in the year and are employed in some department of work the one-half (1-2) day which they are not in school. While not purely an industrial school, the tendency of the management of the institution is toward that end. The following departments of work, in which the boys are employed, are maintained, viz: Tailoring, Shoemaking, Gardening, Plumbing, Teaming, Farming, Carpentering, Engineering, Brickmaking, Printing, Blacksmithing, Coal Mining, Bakery, Laundry, Seamstress room and Culinary Departments.

EDUCATIONAL

There have been many reforms introduced under the present administration which have greatly raised the standard of the institution and enhanced the effectiveness of the work done. In no department is this more noticeable than in the school of letters, which has been thoroughly reorganized. There has been placed at the head of this department a gentleman who has had years of experience as superintendent of graded schools, and with him are associated the best practical teachers obtainable. The present course of study requires about the same work that is done in the primary and grammar grades of our city schools.

COTTAGES

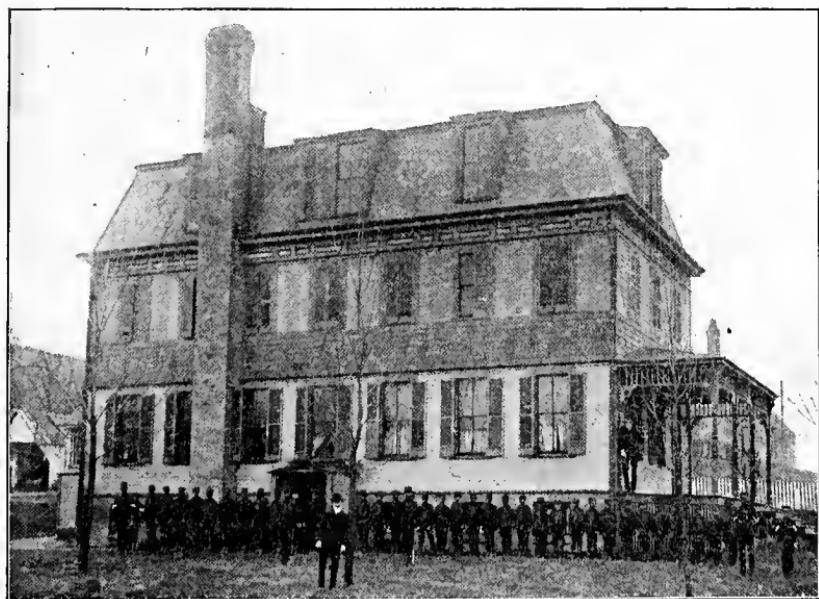
The institution is not a congregate nor is it purely a segregate system. We have four (4) cottages, or departments for boys. In the Administration Building is located a department in which there are usually about eighty (80) of the largest white boys. In the Kunst Cottage, we accommodate one hundred and twenty (120) of the intermediate sized white boys. Forty (40) of the smallest white boys are located at the Robinson Cottage. The colored boys, about forty-five (45) in number, are located in the Davidson Cottage. The cooking for the boys is done at the different cottages, but provision has been made by the Legislature for a central dining hall, which will, in all probability, be constructed this season.

The matron of each department spends the hour from seven (7) to eight (8) p. m. on Mondays, Tuesdays, Wednesdays and Thursdays, with the boys of her cottage. This hour is devoted to reading, singing, recitations, or whatever the matron finds most interesting and helpful. Saturday evenings the Sunday school lesson for the following Sunday is taught the boys of the respective departments. Thus it will be seen that practically one hour per day is devoted to educational and literary work, aside from the regular work required in the school room.

CONTROL

The institution is under the control of the Board of Directors, consisting of seven (7) members appointed by the Governor. The Board meets at the institution the second Tuesday of January, April, July, and October, and the Executive Committee, consisting of three members, appointed by the president of the Board, meets at the institution each month to audit accounts and advise with the Superintendent on matters of administration. The Superintendent of the school is the executive officer, and as such, is held responsible for all operations of the institution, which have never been so satisfactory as at the present time.

Possibly no other institution within the confines of the State has been so thoroughly misunderstood and so variously misjudged, by persons who have never visited the institution, as has the West Virginia Reform



DAVIDSON COTTAGE

School; but it is equally true that for the amount of money being expended no other institution is doing so effective and beneficial work for the State. In this connection we quote from the last report to the Board of Directors as follows:

"The mission of the Reform School is to take the youthful, prospective candidate for the penitentiary and turn his energy along lines of healthful thought and action and his hands to interesting, profitable labor; to take the unfortunate, neglected and unpromising incorrigible or vagrant and to make out of him a desirable citizen. This is the work that this school is to do if it succeeds in doing that for which it was established. That it may be able to accomplish the object of its creation, patience and labor and effort and money is required, for which there will return to the State, perhaps after many days, upright, useful, honorable citizens.

"The most important work that has been done can not be chronicled on paper. Care and attention, anxiety and solicitude, prudence and watchfulness, coupled with untiring and unremitting effort ever characterizes the true laborer in reform school work.

CITIES AND TOWNS

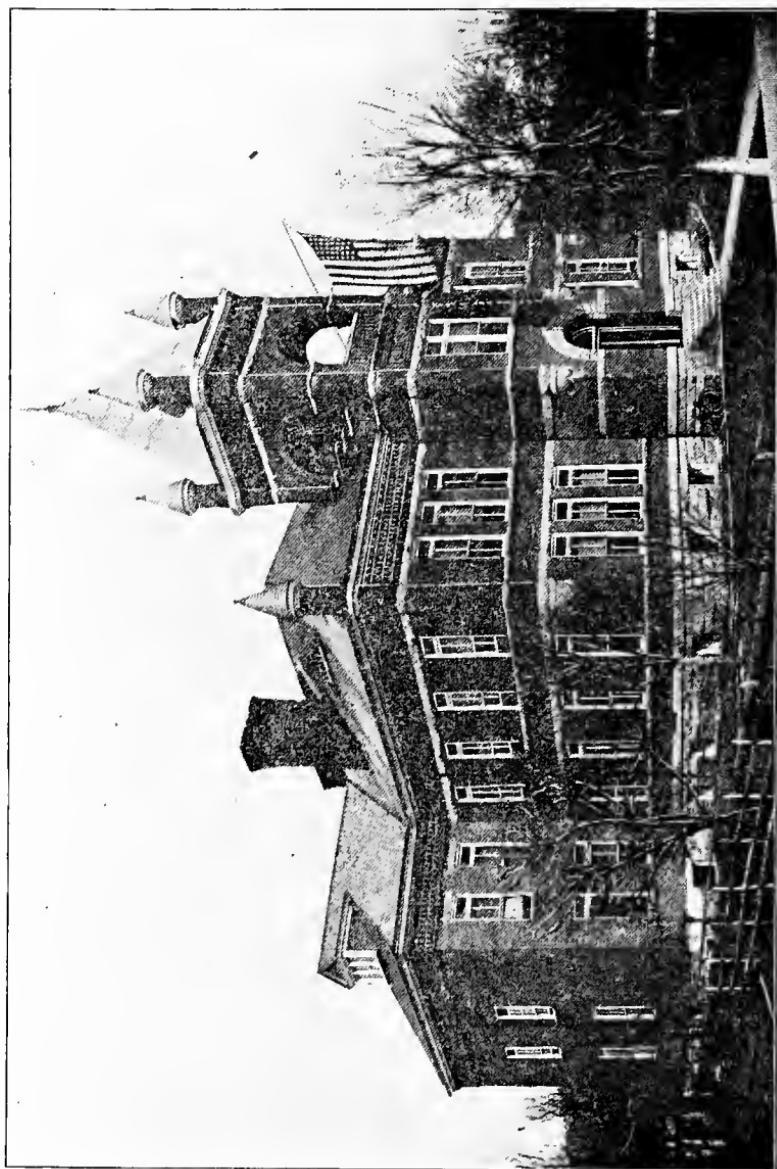
Clarksburg Public Schools

BY SUPERINTENDENT F. L. BURDETTE

HISTORICAL

Part of the grounds now occupied by the public schools have been devoted to educational uses from an early period in the country's history. The grounds upon which the Central High School is located, containing one and one-half acres, have been used for school purposes since 1790. As early as 1787 the "Randolph Academy" was incorporated by an act of the Virginia Legislature. The trustees appointed to take charge of the same comprised several of the most illustrious names in the State, such as James Madison, George Mason and others. For the support of this institution, one-sixth of the surveyor's fees collected in the counties comprising northwest Virginia were to be appropriated. Prior to that time these fees had been donated to the support of William and Mary College. In 1789 the Legislature authorized the trustees to raise by lottery an additional sum for the use of the Academy, which amount was not to exceed one thousand pounds. In 1790 the school opened its doors for the reception of students. Rev. George Gowers, a graduate of Oxford, England, was the first professor, and remained in charge many years. He taught Latin, Hebrew, Greek and the sciences.

In 1842 the old Randolph Academy was merged into a new institution, incorporated under the name of the "Northwestern Academy of Virginia," which was established on the site of the old academy. This new institution was under the direction of the Methodist Episcopal Church, had a strong course of more than college preparatory work, and received a liberal support in donations and patronage. Its doors were open regularly ten months out of the year for the reception of students till 1861 or 1862, when the outbreak of the Civil War called its students and teachers to more stirring scenes. During the war the building was used for a prison and barracks. In 1865 a small school was taught in the Academy by the Rev. John Connor, a minister of the Methodist Episcopal Church. During that year the first public schools were taught in rooms rented for the purpose in different parts of the town. The following year the entire Academy property, grounds, buildings and equipments were turned over for the use of the public schools, but no transfer of title to the property was made. In 1867 the Clarkshurg Independent School District was established by



CENTRAL HIGH SCHOOL, CLARKSBURG

legislative enactment. In 1878 an act by the West Virginia Legislature vested the title of all such school properties as that of the Northwestern Academy in the regularly constituted public school authorities. Thus Randolph Academy, 1790-1842; Northwestern Virginia Academy, 1842-1866; and Clarksburg Public Schools, 1866 to the present time, have, in succession, come into possession of the same property and received the public support and patronage.

For the first session of the Public Schools in 1865, there were three teachers. The first Board of Education for Clarksburg Independent School District in 1867, consisted of Daniel Boughner, R. L. Lowndes, and B. F. Shuttleworth. The first principal of these schools was Rev. John Connor, with John Blackford and Misses Isabella Davisson, Molly Lynn, and Emily Griffin as assistants, 1866-'67. The following Principals and Superintendents have since been in charge:

Julius Anderson and four teachers, 1867-'68.
Dr. William Meigs and four to six teachers, 1868-'73.
D. C. Louchery and six teachers, 1873-'78.
C. W. Lynch and eight teachers, 1878-'82.
John G. Gittings and eight to ten teachers, 1882-'92.
L. J. Corbly and ten to thirteen teachers, 1892-'95.
John G. Gittings and thirteen to fourteen teachers, 1895-'97.
F. L. Burdette, the present incumbent, and fifteen to thirty teachers,
1897-1904.

GROUNDS AND BUILDINGS

The grounds and buildings consist of: *First*. The lot in the central part of the city, the site of the old Randolph and Northwestern Virginia Academies, which contains one and one-half acres. On this lot the Central School building was erected in 1895 at a cost of \$25,000. *Second*. A lot in the west end of the city, which contains three-quarters of an acre. A brick building of four rooms was erected on this lot in 1897 at a cost of \$6,000. *Third*. A lot 160 feet by 180 feet in the east end of the city. A brick building was erected on this lot in 1902 at a cost of \$15,000. *Fourth*. A lot in the southern part of the city, 100 feet square, on which a building was erected in 1903 at a cost of \$4,000. *Fifth*. A lot 100 feet square near the center of the city, on which a building for the colored school was erected in 1901 at a cost of \$14,000.

COURSE OF STUDY

The schools are divided into Primary and Grammar Departments of four grades each, and a High School with a four-years course.

In the Primary Department are taught Reading, Writing, Spelling, Language, Numbers, Arithmetic, Geography, Drawing and Music.

In the Grammar Department are taught Reading, Writing, Spelling, Language, Arithmetic, Geography, United States History, Physiology, Drawing and Music.

In the High School are taught Grammar, Rhetoric, Literature, Latin,

Greek, German, Physical Geography, Botany, Physics, Civil Government, Geology, General History, Arithmetic, Bookkeeping, Algebra, Geometry, Drawing and Music.

The schools are in session for a period of nine months out of each year, and the entire course comprises a period of twelve school years for the average student.

The High School courses of study, omitting Drawing, Music and English reading courses, are as follows. Recitation periods are forty minutes in length, and the number per week is shown by the figures annexed:

PREPARATORY COURSE

FIRST YEAR

1st Term.	2nd Term.	3rd Term.
Latin, 5.	Latin, 5.	Latin, 5.
Algebra, 5.	Algebra, 5.	Algebra, 5.
General History, 5.	General History, 5.	General History, 5.
English Grammar, 5.	English Grammar, 5.	English Grammar, 5.

SECOND YEAR

Latin, 5.	Latin, 5.	Latin, 5.
Algebra, 5.	Algebra, 5.	Algebra, 5.
General History, 5.	General History, 5.	General History, 5.
{ Rhetoric & Comp., 3.	{ Rhetoric & Comp., 3.	{ Rhetoric & Comp., 3.
{ Phys. Geography, 2.	{ Phys. Geography, 2.	{ Phys. Geography, 2.

THIRD YEAR

Latin, 5.	Latin, 5.	Latin, 5.
Geometry, 5.	Geometry, 5.	Geometry, 5.
Greek or German, 5.	Greek or German, 5.	Greek or German, 5.
Physics, 5.	Physics, 5.	Physics, 5.
Literature & Comp., 3.	Literature & Comp., 3.	Literature & Comp., 3.

FOURTH YEAR

Latin, 5.	Latin, 5.	Latin, 5.
Greek or German, 5.	Greek or German, 5.	Greek or German, 5.
{ Physics, 2.	{ Physics, 2.	{ Physics, 2.
{ Geometry, 3.	{ Geometry, 3.	{ Geometry, 3.
Literature & Comp., 5.	Literature & Comp., 5.	Literature & Comp., 5.

LITERARY-SCIENTIFIC COURSE

FIRST YEAR

1st Term.	2nd Term.	3rd Term.
Arith. & B'k K'ping, 5.	Arith. & B'k K'ping, 5.	Arith. & B'k K'ping, 5.
Algebra, 5.	Algebra, 5.	Algebra, 5.
General History, 5.	General History, 5.	General History, 5.
English Grammar, 5.	English Grammar, 5.	English Grammar, 5.

SECOND YEAR

Latin, 5.	Latin, 5.	Latin, 5.
Algebra, 5.	Algebra, 5.	Algebra, 5.
General History, 5.	General History, 5.	General History, 5.
{ Rhetoric & Comp., 3. } Phys. Geography, 2	{ Rhetoric & Comp., 3. } Phys. Geography, 2	{ Rhetoric & Comp., 3. } Phys. Geography, 2

THIRD YEAR

Latin or German, 5.	Latin or German, 5.	Latin or German, 5.
Geometry, 5.	Geometry, 5.	Geometry, 5.
Geology, 5.	Geology, 5.	Botany, 5.
Physics, 5.	Physics, 5.	Physics, 5.
Literature & Comp., 3.	Literature & Comp., 3.	Literature & Comp., 3.

FOURTH YEAR

Latin or German, 5.	Latin or German, 5.	Latin or German, 5.
Civil Gov. and State History, 5.	Civil Gov. and State History, 5.	Civil Gov. and State History, 5.
{ Physics, 2. } Geometry, 3.	{ Physics, 2. } Geometry, 3.	{ Physics, 2. } Geometry, 3.
Literature & Comp., 5.	Literature & Comp., 5.	Literature & Comp., 5.

Since 1889, eighty-five students have graduated from the High School, of whom twenty-six were boys and fifty-nine were girls.

LIBRARY AND APPARATUS

The Public School Library contains 2,300 books, classified under the heads of fiction, poetry, history, reference, nature, science, travel, music, and miscellaneous. No charges are made to students for the use of books in the library. Apparatus for use in the subjects of Physics, Physiology, Geography and Botany has been provided. The schools are well supplied with wall maps and charts.

Martinsburg Public Schools

BY W. A. PITZER, SECRETARY BOARD

The public schools of Martinsburg were organized in 1865, but were not in full operation as such until 1866, when a part of the "Krugen property," located near the center of the city, was purchased at a cost of \$7,500, and opened as a graded school. Dr. Irwin, Mr. W. C. Mathews, and Mr. Geo. R. Wysong were the first commissioners. About 500 pupils, taught by a corps of eight teachers, were accommodated in the building. The primary department, four grades, occupied the second story, which contained one large room and two smaller recitation rooms. The grammar department, consisting of three rooms, occupied the lower story. As the population increased, new houses were erected for the accommodation of the pupils. We have at present, six school buildings, as follows: One in the Second Ward, erected at a cost of \$6,900, to which an annex was added in 1900 at a cost of \$3,000; one in the Third Ward, the "Krugen property," above referred to; one in the Fourth Ward, at a cost of \$5,200; one in the Fifth Ward, a handsome, modern, brick building, erected in 1897, at a cost of about \$10,000; a neat brick building in the Second Ward for the colored school; and the High School, a two-story brick edifice erected in 1884, at a cost of \$7,500, pleasantly located on South Queen street, and furnished with heating apparatus and other modern conveniences.



HIGH SCHOOL, MARTINSBURG

By an act of the Legislature passed in 1875, Martinsburg became an independent school district; since which time the schools have experienced a season of wonderful growth and prosperity.

Twenty-nine teachers in all are at present employed, twenty-seven white and two colored.

The city educates, for the most part, its own teachers, giving in every instance, the preference to graduates of the High School, thus securing that unity of system and harmony of action which are essential to the efficiency of any school.

The public schools of Martinsburg were never in a more prosperous condition. The teachers are zealous, industrious, and competent; the school officers watchful, considerate, and obliging; and the patrons courteous, refined, and intelligent.

The High School is an accredited school to the University of West Virginia, and to the University of Cincinnati; and its graduates have in the last three years entered without examination, Washington and Lee University, Woman's College of Baltimore, and the University of Chicago.

By his earnest efforts and zealous interest in all that pertains to the uplifting and success of the schools, Superintendent Cole has materially increased their efficiency. His policy is to retain and encourage merit and success, to urge the necessity of continuous improvement and advancement in thought and practice, to stimulate the teachers in their efforts to do better work, and to utilize in a practical way modern methods of instruction. The people of Martinsburg, in fact, have every reason to feel proud of their most excellent school system; and have every reason to expect, in the future, a still greater degree of advancement and prosperity.

No other city in the State of West Virginia affords better educational facilities than does the city of Martinsburg.

A list of the Superintendents of the Martinsburg Public Schools from July 1, 1875, to July 1, 1903:

David Speer, July 1, 1875-July 1, 1876.

A. Tegethoff, July 1, 1876-July 1, 1880.

Wm. Gerhardt, July 1, 1880-Sept. 10, 1886.

W. G. Hay, Sept. 10, 1886-Dec. 29, 1886.

Jennie L. Ditto (Principal High School) Dec. 29, 1886-March 14, 1886.

J. A. Cox, March 14, 1886-July 1, 1894.

A. B. Carman, July 1, 1894-July 1, 1897.

C. H. Cole, July 1, 1897—

BOARD OF EDUCATION (1903)

A. T. Russler, President and Commissioner, Fourth Ward.

J. T. Paulding, Commissioner First Ward.

J. W. Snoden, Commissioner Third Ward.

R. K. Seibert, Commissioner Second Ward.

J. H. Whetzel, Commissioner Fifth Ward.

BOARD OF EXAMINERS (1902-3)

C. H. Cole, President.

W. A. Pitzer, Lee Siler, Associates.

CORPS OF TEACHERS

HIGH SCHOOL

C. H. Cole, Principal; W. A. Creamer, C. P. C. Rinker, Alice V. Wilson, Ella M. Bowers, Assistants.

SECOND WARD

W. A. Pitzer, Principal; Lula V. Muth, Mollie Ryneal, Margaret Blue, Bessie Harley, Lorena J. Mason, Assistants.

THIRD WARD

Lee Siler, Principal; Jessie McElroy, Berta Sharff, Vannetta Chambers, Grace Lindsay, Dora Matthaei, Assistants.

FOURTH WARD

D. H. Dodd, Principal; Lottie V. McKee, Laura Homrich, Ella Swartz, Assistants.

FIFTH WARD

C. W. Miller, Principal; Clara V. Cutting, Louise Ortman, Lucetta S. Logan, Mazie Sakerman, Mary M. Betz, Assistants.

COLORED SCHOOL

Wm. H. Philips, Principal; Mary B. B. Currey, Assistant.



SECOND WARD SCHOOL

The Morgantown Schools

BY WILLIAM H. GALLUP, SUPERINTENDENT

The history of education in Morgantown is somewhat unique. From the founding of the town in 1795 to the present time the chief interest of Morgantown's citizens has been centered in the cause of education. Few towns have been so rich in men and women of culture and refinement. A roster of her great names would be too long to publish in this brief paper.

Monongalia Academy was established on the 29th of November, 1814, and for fifty-three years did excellent work. Under the administration of Rev. J. R. Moore it experienced its greatest prosperity. Fourteen States were represented by the students upon its rolls and it was recognized as the very best of western academies.

Woodburn Seminary was opened in 1858 and from the first was very successful. The trustees of Woodburn were ever interested in advancing the cause of learning and in 1867 offered the State their entire plant and money amounting to \$50,000, if the Agricultural College should be located on the site of Woodburn. The State accepted the offer and West Virginia University was established at Morgantown.

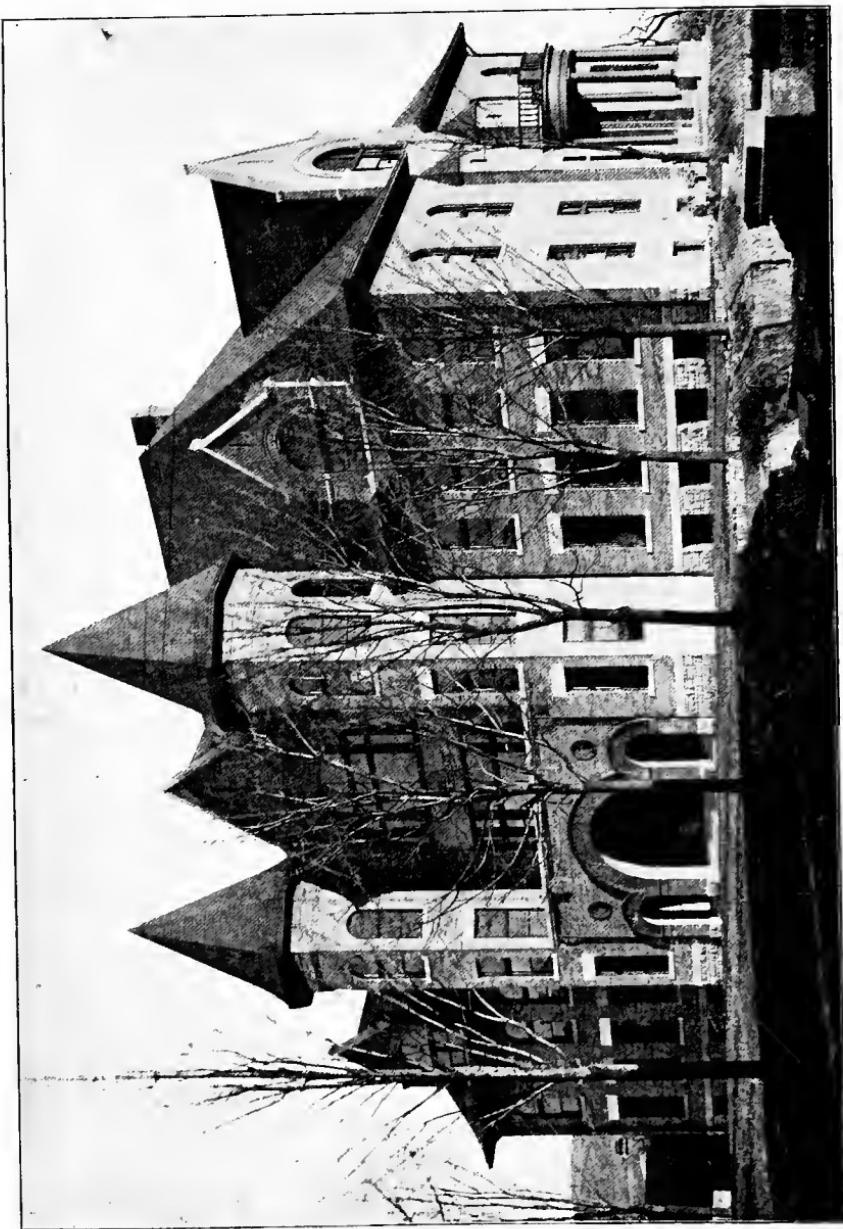
On the 22nd of December, 1838, the trustees of Monongalia Academy, which educated males only, petitioned the Legislature to grant a charter for an institution to be called Morgantown Female Academy. The petition was granted and the institution was later known as Whitehall Female Seminary, on account of the buildings being painted white. This institution was successfully conducted until sold in June, 1869.

Morgantown Female Seminary was another educational institution that opened its doors to ambitious girls in 1856. For years it did excellent service, but after the State University admitted girls there seemed no longer a need for an exclusively woman's school.

Ald Monongalia Academy was purchased from the trustees of the Agricultural College in 1868 for public school purposes for \$13,000. This building continued to be occupied by the public schools until it was destroyed by fire in 1897.

The first principal, Mr. Adam Staggers, had two assistant teachers. Mr. Alexander L. Wade was the next principal and gave the schools his enthusiastic service. Mr. Henry L. Cox, the next principal, was given three assistants and under his efficient leadership the schools made excellent progress. After a few years Mr. Cox resigned and the administration of the schools passed into the hands of Mr. Benjamin S. Morgan, who proved a worthy successor to the able men who preceded him. Five teachers were now employed.

Professor Thos. E. Hodges was the next principal. He reorganized the school thoroughly, extended the course of study and had the honor of graduating the first class from the high school. Prof. Hodges had six assistants.



PUBLIC SCHOOL, MORGANTOWN

Mr. Nacy McGee Waters succeeded Prof. Hodges. Mr. Waters was an untiring worker, enterprising and scholarly.

Frank Snyder followed Mr. Waters and six teachers were employed as assistants. The school continued to prosper.

Harvey Brand, the next principal served for seven years as principal and for one year as superintendent. The number of teachers increased from year to year till twelve teachers were hired. Mr. Brand was active and earnest in his efforts to keep the Morgantown schools in the front ranks. The destruction of the school building and the consequent disadvantages of having the pupils scattered about town in unsuitable rooms made the duties of the superintendent very arduous for the last two years of his term. With the opening of the new building in September, 1899, William H. Gallup took charge of the schools. The high school course was increased to four years by the addition of new studies. Additional teachers were employed till now in 1904 twenty-two are on the pay rolls. The central building with its furnishings cost about \$65,000. It is admirably adapted to public school purposes. Four musical instruments, a piano and three organs, greatly assist in the devotional and special music for the schools. Last year a collection of pictures costing nearly \$400 was placed on the walls. An excellent library has been installed and an earnest effort is being made by the school board to advance every worthy line of education.

A fine school building, costing about \$20,000 is nearly finished and no pains is being spared to make it complete in all its appointments. The building is located in the Fourth Ward and will accommodate three hundred pupils.

From the installation of the public school to the present day Morgantown has been fortunate in its school boards. Men of the highest social and professional standing have given their untiring devotion to the interests of the schools. Conspicuous among these men were Col. A. Fairchild, who served on the board for twenty-eight years, and Mr. Thornton Pickenpaugh, whose term of office was nearly as long. Nothing else is so helpful to the cause of public school advancement as the earnest supervision of intelligent school boards.

Kingwood Public School

BY OBEN F. MORTON

The public school of the town of Kingwood, W. Va., has an enrollment of 202 and is under the management of Mrs. Mary S. Holden, Principal, assisted by John P. Hundley, Adah Cobun, Isa Monroe, Nellye Godwin, and Minnie Murdock. Twenty-eight of the pupils are in the High School Department. A good feeling obtains between patrons and pupils on the one hand and teachers on the other. There are few changes made in the teaching staff and Rufus Holden, who resigned at the close of the last



KINGWOOD SCHOOL

school year to enter the profession of law, had served eleven years as principal.

Kingwood is exceptionally healthy and illness makes very little inroad on school attendance. The building is of brick and occupies a pleasant situation. The playground is ample. The rooms are well lighted, well heated, and generally papered. The desks are single and the blackboards are of slate. There is a library of several hundred volumes, much used by the pupils, and there are dictionaries, charts, mathematical and other equipments, and on each floor is an organ. The building has been modernized, is in excellent repair, and pupils are taught to refrain from injuring the same. There is a published curriculum. The length of the school year is six months, and this is usually supplemented by a subscription term.

Ceredo Independent District

BY SUPT. A. C. KIMLER

The town of Ceredo was founded in 1857 by people from the New England States. The settlers immediately provided themselves with

schools. The first common school was taught by Mrs. A. M. Poore, in the old Union Church, in 1865, immediately after Wayne County had organized a public school system. In 1866 the town was incorporated. In January, 1872, the legislature of West Virginia passed an act establishing "The Ceredo Independent District." In 1899 this act was amended, granting additional powers to the district.

In March of 1872, the Board of Commissioners, Z. D. Ramsdell, President; Chas. B. Webb, Secretary, and Hurston Spurlock, Treasurer, met and took action to put into effect the powers granted to the district.

Mr. A. M. Poore was elected Principal of the school at a salary not to exceed fifty dollars per month.

An enumeration of the school population was made and the total enrollment was one hundred and thirty, seven being colored. The total enumeration is now over seven hundred.

The town of Kenova was laid out in 1890. In 1893 a school was established. The first building erected for the school in that part of the district proved in time too small and has been enlarged to meet the needs of the school.

The first class graduated from the High School consisted of W. W. Smith, Carl A. Wright and Lewis Stewart. The total number of graduates to the present time is twenty-seven.

In 1900 the school was named as one of the accredited schools of the West Virginia University. A number of the graduates have studied at that University and a number are now there taking courses. In 1895 the school building in Ceredo was destroyed by fire. In 1897 the Board completed the present building which is modern in its construction. This building is of brick, and contains eight well lighted class rooms and one room used for library and office of the Superintendent. It is one of the best school buildings in this part of the State. The building at Kenova is a wooden building and contains four rooms.

The district also owns a one room building for the colored school.

These buildings are all seated with modern furniture and equipped with aids for the teachers.

The course of study has been arranged with reference to the needs of the pupils. The High School course, when completed, admits students to the West Virginia University and to other schools. The students who graduate here and enter other schools, take high rank as students.

The aim of the authorities has been to make the schools the best. They are each year adding to the equipment of the schools and doing what they can to make them the just pride of the citizens.

The teaching force now includes thirteen teachers and a Superintendent, who teaches some branches in the High School.

The Board seeks the best teachers and the tenure of office under the Board is good. Their earnestness in the past has been rewarded and it will continue to hold the schools second to none in the State.

The Bluefield Public Schools

BY C. A. FULWIDER, SUPT.

THE CITY

The city of Bluefield, situated on the N. & W. railroad, ten miles east of the great Flat Top Coal Field, and being the distributing point for all the coal mined in this vast field, has had a phenomenal material progress, and the educational interests have by no means been neglected.

In 1888, where the farmer tilled his crops and his cattle grazed over the verdant hills unmolested, is now (1904) Bluefield, a bustling city of 10,000 inhabitants, with a school population of 1,800.

SCHOOL BUILDINGS

The first school building was a frame house of four rooms, erected in 1889. But this did not supply the growing population with edequate school accommodations very long, and in 1895 a handsome, modern-styled brick building of ten rooms and office was erected, at a cost of \$20,000. Since 1895 three other frame buildings with one, two and four rooms have been erected. The city now has, including the building for the colored school, six buildings.

The Peck-Hammond system of heating and ventilation, with dry closet attachment, has been recently installed in the high school building.

GRADED SCHOOL

The history of the public schools of Bluefield, as a graded system, does not begin until 1893, when the Board of Education established a Graded School and appointed Mr. N. B. Studebaker Principlal, with eight assistant teachers. Mr. Studebaker was Principal for two years, and was succeeded by Mr. J. J. D. Medley, who, with thirteen assistants, served until his death in February, 1897. Mr. V. V. Austin was made acting Principal for the rest of the school year.

C. A. Fulwider was elected Principal in the autumn of 1897, and served in that capacity until 1903, when he was made city Superintendent and Principal of the High School. The number of his assistants has been increased from year to year until now (1903-4) he has twenty-one teachers.

SALARIES

The Superintendent is paid \$1,000 per annum; the assistant Principal, who is also Secretary of the faculty, \$65 per month, and the rest of the teachers receive \$45 per month.

COURSE OF STUDY

Previous to the year 1903 the course of study comprised only the

common school branches with the addition of algebra, literature, rhetoric, and geometry.

In 1903 the High School was organized and the course arranged to include thirteen years; three primary, four intermediate, two grammar, and four high school. The High School course includes grammar, rhetoric, history, literature, physical geography, algebra, Latin, German, geometry, physics, botany, geology, and free hand drawing.

DISCIPLINE

Each teacher has charge of his room for disciplinary purposes, and in all matters of discipline the teacher is held responsible, and every encouragement is given to make teachers independent of other authority. An appeal from the teacher to the Superintendent is allowed. At the close of each school month a report of each pupil is sent home, showing his record for the month in attendance, punctuality, deportment, and in the studies pursued.

BOARD OF EDUCATION

The following gentlemen now compose the Board of Education: Mr. R. M. Calfee, President; Messrs. H. N. White and W. H. Thomas, Commissioners; Mr. H. G. White, Secretary. These gentlemen are all thorough business men, and their policy is liberal and progressive. They endeavor to keep the schools abreast of the times.

TEACHERS FOR 1903-4

The teaching force for the present year is as follows:

Superintendent and Principal of High School—C. A. Fulwider,

Assistant Principal and Secretary of Faculty—V. V. Austin.

Teachers—Miss Nan McCutchan, Mr. A. A. Hopkins, Mr. James Kahle, Mr. A. C. Johnston, Miss Kate Beckett, Miss Mollie Wright, Miss Viola Peters, Miss Jennie Sadler, Miss Mary St. Clair, Miss Dora Barnett, Miss Mary Clendenen, Mrs. Sue Tickle, Miss Virginia Kahle, Miss Blanche Hale, Miss Churchill Gooch, Miss Martha Shannon, Miss Sallie Shumate, Miss Celia Hawkins, Miss Haven Strader and Miss Minnie Shannon.

COLORED SCHOOL

Principal—R. F. Douglas.

Teachers—Miss Hattie W. Booze, Miss Roxie A. McDonald and Mrs. C. E. Cozzens.

Nearly all the present corps of teachers are very ambitious and show a marked desire to excel in their work. Nine are graduates of Normal schools, and five are graduates of other reputable schools.

At present all are pursuing the professional course of study prescribed by State Superintendent Miller for the West Virginia Teachers' Reading Circle.

ENROLLMENT OF PUPILS FOR 1903-4

There are eleven hundred white and two hundred colored children enrolled in the Bluefield schools this year.

The Ravenswood Schools

BY PRIN. C. H. EBERS

Before the free school system was authorized by the Legislature of West Virginia, the schools of Ravenswood were subscription schools. The first school house within the present corporate limits of the town was a "log cabin" erected early in the 40's by Ephraim Wells. In this the youth of Ravenswood were instructed until the accommodations were inadequate. New quarters were then secured in the old Institute, a building used for a town hall and religious purposes, which stood opposite the B. & O depot. This school prospered for many years and developed educational thought and sentiment in the town.

In 1858 W. P. Harmon, of New York, came to Ravenswood. Seeing the interest taken in education, he build an academy. This school, known as Union Academy, opened with two teachers in 1859. At the breaking out of the Civil War, Mr. Harmon enlisted as a soldier, but his Academy flourished until after the war.

When the free school system was authorized in 1864, Ravenswood was in Gilmore township. The Board of Education of this township purchased the Academy building from Mr. Harmon, and, in 1864, opened the first free school in the town. From this time until 1887, the Academy was used as a free school.

By an act of the Legislature of West Virginia in 1870, the town of Ravenswood and the tract of two thousand four hundred and forty acres of land granted to General George Washington, on which the town is located, was made an independent school district. With the advantages of an independent district, Ravenswood made rapid strides along educational lines.

As the population increased, the old Academy building became inadequate for the number of pupils, and a levy was begun early in the 80's looking forward towards the erection of a new school building. In 1887 the present artistic and commodious building of which Ravenswood is justly proud was erected. The School Board was then composed of G. W. Long, E. W. Brown, and J. F. Stone. E. W. Wells, of Wheeling, was the architect. The building alone cost \$13,700. The school property, including grounds, buildings, furniture, heaters, etc., cost the district about \$20,000.

In 1887, school was opened in the new building, the old Academy having been sold. Since the erection of the new building the following Principals have been in charge: C. E. Keys with three assistants, 1887;

Cora Manuel with five assistants, 1888-9; J. W. Watson with five assistants, 1890; L. W. Philson with six assistants, 1891; W. L. McCowan with six, seven and eight assistants, 1892-1900; C. H. Ebers with eight assistants, the present year.

In 1890 the Board of Education adopted a graded course of study for the Ravenswood schools, concluding with a two years high school course. In 1898 the High School course was increased to three years. The three years high school course was developed under the administration of Prin. W. L. McCowan. During his administration the standard of the schools was raised and their influence extended.

In 1901 Prin. McCowan resigned, and Mr. C. H. Ebers, a graduate of the State University, was elected his successor. Under his administration the course of study was again revised. The entire course now covers a period of twelve years: four years primary work; four years grammar work; concluding with four years high school work.

This course of study is practical and thorough. It compares favorably with the best schools of the State. The high standard of the Ravenswood schools is the means of bringing many influential families to Ravenswood to receive the privileges of her school system.

The High School course is strengthened in some part every year. The subjects of study are so graded and correlated that the work in each grade prepares the student to do that in the next higher. Thorough work is required in order that the standard for the high school subjects may be



RAVENSWOOD PUBLIC SCHOOL

attained. The Ravenswood High School, when its present course is worked out in detail, will admit into the Freshman Class of the State University. Since the adoption of the High School course over 50 men and women have finished the course and are now filling responsible and useful positions in society.

The High School is a benefit to the town in many ways. It is the most democratic of all institutions. It offers to the poor and the rich on equal terms a culture which will adorn and ennable any situation in life. Besides, the High School gives tone and efficiency to the lower grades, and offers that inspiration which is needed to retain pupils in school. Finally, the teaching force in a graded system of public instruction is most efficiently recruited from the High School.

The enrollment in the different departments for the first half of the year 1903-4 is as follows:

Primary department, four teachers, 226; Grammar department, two teachers, 80; High School department, two teachers, 54; total enrollment, 360. The average enrollment is about 300.

The Board of Education is now composed of the following gentlemen: E. W. Brown, President; J. H. Wetzel, Secretary; E. C. Smith, Treasurer.

The teachers employed at the present time are: C. H. Ebers, Principal; E. H. Flinn, High School; A. W. Hawk, Third and Fourth Grammar; Margaret Tumlin, First and Second Grammar; Romanna Rowley, Fourth Primary; Mariam Caldwell, Third Primary; Elah Greer, Second Primary; Jessie Charter, First Primary.

The Public Schools of Huntington

BY W. H. COLE, SUPT.

In the year 1870 Mr. Collis P. Huntington, after whom the city of Huntington was named, projected the extension of the Chesapeake and Ohio railroad system, of which he was then president, from White Sulphur Springs, which was at that time the terminus, to the Ohio river. Placing himself at the head of a prospecting party which formed the advanced corps of engineers, they came down the New River canon skirting the banks of the Kanawha, over the ridge of hills to the Guyandotte river, following this river to its mouth, the broad expanse of level territory to the west suggested to his mind the site for a future city.

He set his agents to work to procure the land along the Ohio river from Guyandotte west a distance of some three or four miles and extending back over the hills skirting the valley to the south. In 1871 engineers under the direction of Mr. Rufus Cook were set to work to lay out the future city with broad avenues extending east and west and streets of ample width crossing these at right angles.

The city is one of the most handsomely laid out of any along the

river. In 1873 the completion of the Chesapeake and Ohio railroad to this point and the location of the C. & O. repair shops and the Ensign car works, marked the beginning of the importance of the new city.

In 1878 the work of extending the road to Cincinnati was commenced, but not till 1887 was this enterprise completed.

The people who built the city believed in education as an essential element and factor in an enterprise of this character. Early in the autumn to 1872 the first school building, a house of four rooms, was erected on the corner of Fourth avenue and Seventh street, known as the "Buffington School," being named after an old and influential family in the early settlement of the valley. In 1882 this was enlarged to eight rooms and continued in use until November, 1898, when the new building corner of Fifth avenue and Sixth street was completed and occupied.

The old building was given to the city by the Board of Education for hospital purposes.

In 1875 a building of two rooms was erected on the corner of Third avenue and Twenty-second street for the accommodation of the rapidly increasing population around the car works. In 1885 this building was increased to four rooms, and in 1904 this structure gave place to a handsome, commodious building of eight rooms.

In 1888, at an outlay of some \$35,000, a fine modern styled school building of ten rooms, office and basement, was erected on the corner of Fifth avenue and Thirteenth street. The building was named the "Oley



BUFFINGTON SCHOOL

School" in honor of Gen. John N. Oley, one of the most potent factors in all the progress of the schools and the city from its inception to the time of his death, in March, 1888. In 1900 this building was enlarged to twelve rooms, and automatic self-flushing sanitary closets were placed in the basement, to take the place of the dry air system. This building is heated and ventilated by the "Smead System" of warming and ventilating.

In 1891 to provide for the rapid growth of the city and increase of school population, a building of eight rooms was erected on the corner of Sixth avenue and Twentieth street, and named the "Holderby School" in honor of one of the pioneer families of the city. In 1899 this building was enlarged to fourteen rooms. The building is warmed and ventilated with hot air furnaces and is supplied with automatic self-flushing sanitary closets.

In 1893 a substantial stone and brick building of six rooms was erected on the corner of Eighth avenue and Sixteenth street, known as the "Douglas School." This building is for the use of colored pupils.

In 1890 a small building of two rooms was erected near the Chesapeake and Ohio shops known as the "C. and O." school.

In 1898 a large and handsome building was completed on the corner of Fifth avenue and Sixth street, known as the "Buffington School." This takes the place of the first school building erected in the city in 1872 on the corner of Fourth avenue and Seventh street. These two buildings may be regarded as typical, and taken as milestones, marking the growth of the city. The building has twelve school rooms, large and well lighted, and two smaller class rooms, besides a well lighted basement. This building is modern in its style of architecture, equipment and furnishing. It is warmed and ventilated by what is known as the double fan system, or supply and exhaust. The pure warmed air is blown into the room above the blackboards and the foul air exhausted at the floor line by means of two large fans operated by a fifteen horse power gas engine, thus insuring an ample supply of pure wholesome well warmed air at all times.

In addition to the air admitted to the rooms above the blackboards, thus avoiding unpleasant drafts on pupils while studying registers for the admission of warm air are also provided at the floor line for the purpose of warming cold feet and of drying damp clothing. This is done by operating a valve in the warm air flue, enabling the teacher to deliver the warm air into the room at the floor or above the blackboards as desired, by merely changing the position of the valve.

The population of the city having so rapidly increased it was found necessary in 1903 to replace the building on the corner of Third avenue and Twenty-second street with a larger, more modern and better equipped building. A site was secured on the corner of Fourth avenue and Twenty-first street, and a modern stone and brick building of eight rooms was erected known as the "Ensign School," named after Major Ely Ensign, one of the pioneer manufacturers of the city, for many years at the head of the car works. There is a well lighted basement under the entire building in which is located the furnaces and the automatic, self-flushing, sanitary closets.

This building is heated with warm air and is provided with the duplicate registers for delivering warm air into the rooms at the floor or above the blackboards.

CENTRAL HIGH SCHOOL

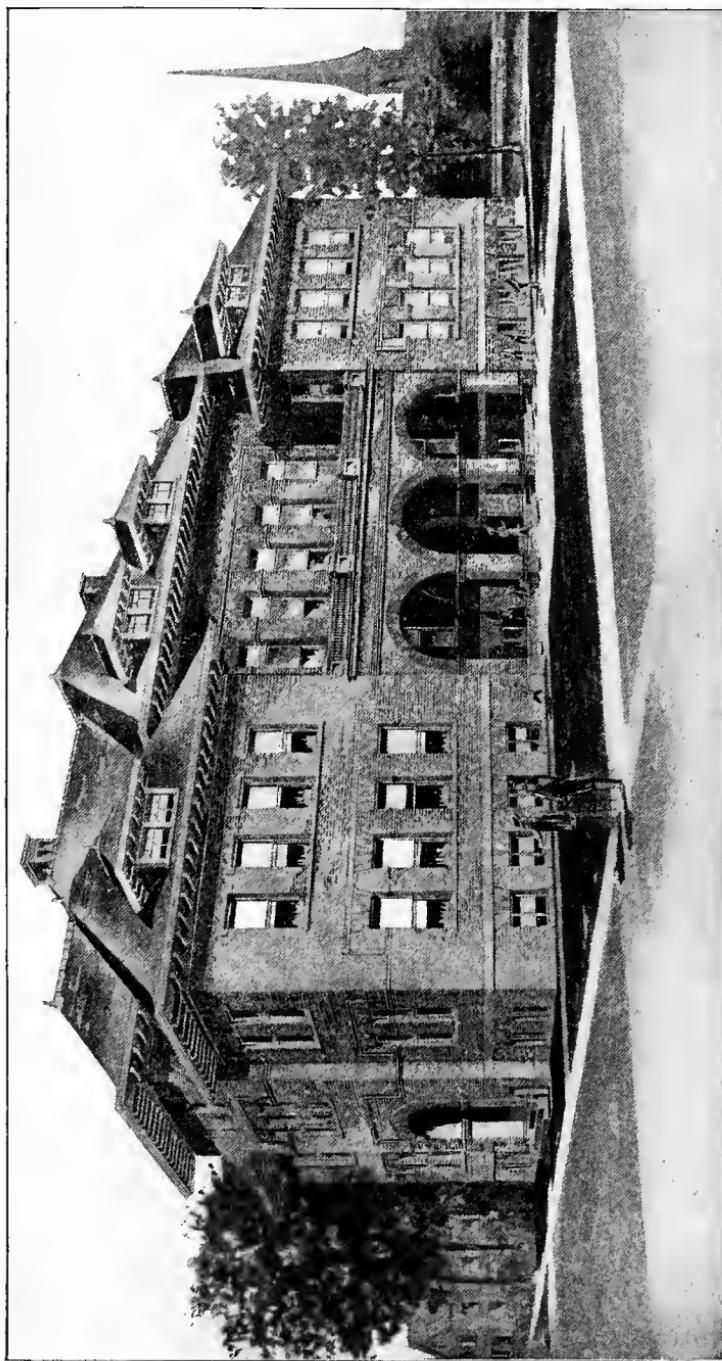
To supply the demands for the rapidly growing High School which had been accommodated in the Oley building, it was found necessary to erect a building which should be constructed to meet the needs of the modern High School. Accordingly a site was procured on Fifth avenue adjoining the Oley School, and a modern High School building is being erected, (1904). The building is in Moorish style of architecture and when finished will be a very handsome, a very convenient and well equipped building. It will be warmed and ventilated by the most modern system of warming and ventilating, and supplied with modern sanitary closets. This building will be provided with a good working laboratory well supplied with modern apparatus.

This building is 129x88 feet, is the latest addition to the school buildings of the city, and combines beauty and utility in a high degree. It is in Moorish style of architecture. The foundation is of rough ashler, pitched faced brick, dark red color, with free stone water table. The superstructure is of pressed brick buff color with a darker shade for trimmings, making a very pleasing color scheme added to form in architecture. The rooms are of ample size, ceilings high with abundance of light. The corridors are of good width but with no waste room in them. The building is warmed and ventilated by the double fan system, the air being delivered into the rooms by one fan and exhausted by another, the fans being operated by a gas engine; the proper temperature being insured by a large furnace capacity. The air is delivered into the rooms by a double system of registers from the same warm air flue, one located above the blackboard and the other at the floor line; the change in the point of delivery being under the easy control of the teacher. In this way pupils coming to school with damp clothing or wet, cold feet, may dry and warm them without leaving the room. As soon as all are comfortable, by the moving of a valve or damper, the air is delivered into the room above the blackboard, thus avoiding disagreeable currents of warm air.

The sanitary closets in the basement are of the latest and best type of automatic, self-flushing closets.

Besides accommodations in the well-lighted basement for the warming and ventilating apparatus and sanitary closets, there will be room for physical exercise in disagreeable weather, and ample provision for an industrial, or manual training department, besides a cafe for the use of those obliged to bring their dinners.

On the first floor there are six large, well-lighted school rooms, with cloak closets independently warmed and ventilated, and provided with water and stationary wash basins; and two smaller rooms to be used as needed in the administration of the building, for office, library, or cabinet.



THE NEW HIGH SCHOOL

On the second floor there is an auditorium and study hall 76x48 feet, well lighted, accommodating with desks 330 pupils, or seating capacity for an audience of 800 people. Adjacent to this room, on the same floor, are six recitation rooms.

On the third floor are six rooms, besides a large room for gymnasium. Here are ample accommodations for a well-equipped scientific department. Besides a lecture room, seated in amphitheatre form, with ample over-head light, for experimental lessons, there is a large well-lighted room for a Chemical Laboratory, rooms for physics, botany, and zoology and physiology.

The building complete, with warming and ventilating apparatus, will cost less than \$40,000, which, considering its capacity, more than twenty rooms, and the material, pressed brick, may be regarded as a marvel of cheapness.

PUBLIC LIBRARY

An important part of the educational system of the city is the Public Library. The building is the gift of Andrew Carnegie. It is located on one of the important corners in the city. The building is 66x72 feet, two stories high, besides a ten-foot basement; with ample reading rooms, reference library, and stack room for forty thousand volumes on the first floor. On the second floor is a music hall or auditorium where concerts, lectures and other entertainments of an educational character can be held; while the basement will afford accommodations for carrying out the "institutional" idea in connection with educational work. The building itself is a "classic in stone," being of cut stone and in Grecian style of architecture, and "he who runs may read."

The library is a part of the educational system of the city under the control and management of the board of education, and is administered by a committee appointed by the board, of which the Superintendent of schools is chairman. While not neglecting any department of literature it is the policy of the administration of the library to make it strong in the line of juvenile literature, and helpful to the young in their work in school, and in forming a taste for good literature. Already a juvenile course of reading has been established and catalogue of books published.

ORGANIZATION AND COURSE OF STUDY

The course of study extends over a period of twelve years, eight years up to the High School, and four years in the High School.

While a liberal variety of subjects is provided in the course of study, the essential branches—reading, spelling, writing, arithmetic, geography and language are made prominent.

Reading, embracing correct pronunciation, distinct articulation, clear apprehension and forcible expression of the thought, related ideas and literature; legibility, neatness and rapidity in writing; in arithmetic accuracy, rapidity, and neatness; geography that begins at home and re-

lates places, conditions, and peculiarities in the minds of pupils as real vital things; language that comprehends the book and the common, every day speech of the child—these are some of the important things that are constantly insisted upon in the schools.

THE HIGH SCHOOL

In the High School two courses are offered with a possible third. The regular courses are Latin and English. A third Greek and Latin or classical course, is offered whenever a sufficient number of pupils signify their desire to take it to justify the organization of a class.

Nearly all pupils take the Latin course, as this affords a most excellent training in English, besides giving a broad, general educational culture.

While the trend of the High School course is towards the College, and while the school is one of the accepted schools whose work is recognized and accepted by the State University and other institutions of higher education, the object kept steadily in view is the giving of that education and training which best fits the citizen for the practical affairs of life.

POST GRADUATE COURSES

Many young people are obliged to leave school before completing the course of study, and many who complete the prescribed course too frequently discontinue their habits of systematic study and reading. To provide for these, and for all others who wish to avail themselves of its advantages, to stimulate and encourage to further literary attainments, Post Graduate courses of study and reading are offered.

While primarily intended for young people these courses are not restricted to them, but the Board of Education extends their provisions to all, and cordially invites any who may wish to avail themselves of their advantages to do so, believing that a maximum of good may thereby be accomplished at a minimum of cost.

This provision is made in harmony with the idea of Night Schools and Free Lecture Courses, now being provided by Boards of Education in many cities; and with the University Extension Courses offered by higher institutions of learning throughout the country, encouraging study, and habit of reading by those who cannot give continued daily attendance upon school.

All, persons intending to pursue any of the courses are requested to enroll their names with the Superintendent of Schools, and the Board of Education will provide such facilities for aiding in the work as may be deemed best, such as Previews, Reviews, Lectures, Examinations, etc., on the books of the course.

Three courses are offered, namely, Literature, History and Biography, Science and Art. Persons can complete any one of the courses in full; or may select a course from the three courses which shall be an equivalent of one complete course.

Upon satisfactory evidence that the work has been thoroughly done, the Board of Education, upon the annual commencement of the High School, or such other time as the Board may appoint, will present to all persons thus completing any or all of the courses a certificate of the fact, given under the seal of the Board of Education.

ROSTER OF SUPERINTENDENTS

The following is a list of those who have had charge of the schools from 1872 to 1904.

- 1872 to 1874, Lyman Chase.
- 1874 to 1875, A. D. Chesterman.
- 1875 to 1876, John Gibson.
- 1876 to 1877, Rev. A. Bowers.
- 1877 to 1879, Rev. James Madison.
- 1879 to 1882, John Wizal.
- 1882 to 1884, C. T. H. Kellogg
- 1884 to 1886, A. D. Selhy.
- 1886 to 1887, J. J. Allison.
- 1887 to 1896, James M. Lee.
- 1896 to 1898, W. D. Sterling.
- 1898 to —, W. H. Cole.



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History of the Chester Schools

BY JAMES M. MILLER, SUPERINTENDENT

In 1897-8 what is now the town of Chester consisted of two or three houses located on fertile, well-cultivated farms. The school was comfortably housed in a one-roomed frame building. The pupils were the young sons and daughters of the surrounding farmers.

Since that time a prosperous manufacturing town of about 2,500 inhabitants has sprung up and the schools now enroll 400 pupils and employ nine teachers. In the First Ward a comfortable building of two rooms accommodates all the pupils below the eighth grade. The Central building, a recently erected structure of eight rooms, furnishes barely sufficient room for the High school, and the grammar and elementary schools of the remaining wards. A comfortable office building for the superintendent was completed in the fall of 1903. It is conveniently located near the Central school.

The following teachers have been in charge of the schools since 1898:

1898-9—Earl Carman, Virginia Hobbs.

1899-1900—Thomas Bambrick, Virginia Hobbs.

1900-1—Ruth Baxter, Virginia Hobbs, Lucy Fowler, Annie Millady.

1901-2—Jas. M. Miller, Mary McBane, Ruth Baxter, Jane Stewart, Nellie Carman, Rachel Baxter.

1902-3—G. A. Allison, Principal; Nannie Brown, Ruth Baxter, Florence Manning, Jane Stewart, Edna Joseph, Alva Campbell, Rachel Baxter.

1903-4—Jas. M. Miller, A. B., Superintendent; Jane Stewart, Ruth Baxter, Elmer Campbell, Pearle Stewart, Florence Manning, Elinor Donehoo, Nellie Carman, Rachel Baxter.

Prior to the term of 1901-2 no effort had been made to grade the schools as the several rooms were widely separated. Two of them being rented storerooms. The new central building was ready for the term of 1901-2, but even then although six teachers were employed the Board of Education did not organize a graded school. The Central school of four rooms was controlled by one board of trustees, and the older West End school of two rooms, by another. Although Mr. Miller did not possess the legal authority of a principal, yet with the consent of the board of education and the cordial support of an efficient corps of teachers, an excellent graded school was built up during the term.

The next year at the request of the county superintendent, G. A. Allison, the board of education abolished the office of trustee for the Chester schools and themselves assumed direct control. They declared the schools graded and elected G. A. Allison principal. The work in the schools was carried on very much the same as it had been during the previous year.

In the meantime an entirely new board of education having been elected, a high school was formally organized in July, 1903, and Mr. Miller again became connected with the school, being this time duly elected superintendent and receiving full authority to organize, grade and control

the school for the term of 1903-4. A number of changes were made during this year. The Compulsory Attendance Law was strictly enforced. Fire drills were introduced and the pupils taught to march out of the building to the beat of the drum. Punctual and regular attendance was insisted upon. The work in penmanship and mental arithmetic was systematized and given a more prominent place in the grammar and elementary schools. Teachers' meetings were regularly held each Tuesday evening. At these a general outline of the work for the ensuing week was presented by the superintendent and troublesome questions of discipline and methods were presented and freely discussed by both superintendent and teachers. But possibly the greatest change effected by Prof. Miller was the introduction of a high school curriculum. The following course of study was adopted and strong freshmen and sophomore classes organized.

First year—Algebra, English, Physical Geography, Latin.

Second year—Algebra, 16 weeks; Rhetoric, General History, Botany, 20 weeks; Latin—Cæsar.

Third year—Geometry, Physics, English Literature, Latin—Virgil, German, Elective; Greek, Elective.

Fourth year—Latin—Cicero; Civil Government, 16 weeks; Chemistry, Elective; German, Elective; Greek, Elective; Review, 20 weeks.

The schools of Chester are at present overcrowded. The much needed new buildings will probably be erected soon, especially if the bill now before the State Legislature to make Chester an Independent District should become a law.

Terra Alta Public Schools

BY F. W. GANDY, PRINCIPAL

Terra Alta is located on the crest of the Alleghenies, 3,000 feet above the sea level. The scenery is the most magnificent that can be found in the mountains, and is spread in unparalleled contrast. At one point a beautiful view of undulating meadow land, emerald fields and sunny slopes; at another, a grand view of hills and vales, with the mountains standing out bold and grim against the far horizon.

BUILDINGS

The first building under the free-school system was a two-roomed structure located in the east end of town. The school enrollment kept pace with the growth of the town, until this building was no longer adequate to accommodate all.

In 1878 a lot was secured on one of the principal streets, and a frame building erected; having two rooms on the first floor, and one large assembly room on the second. This building was twice as large as was necessary at that time, and served its purpose for 20 years; the corps

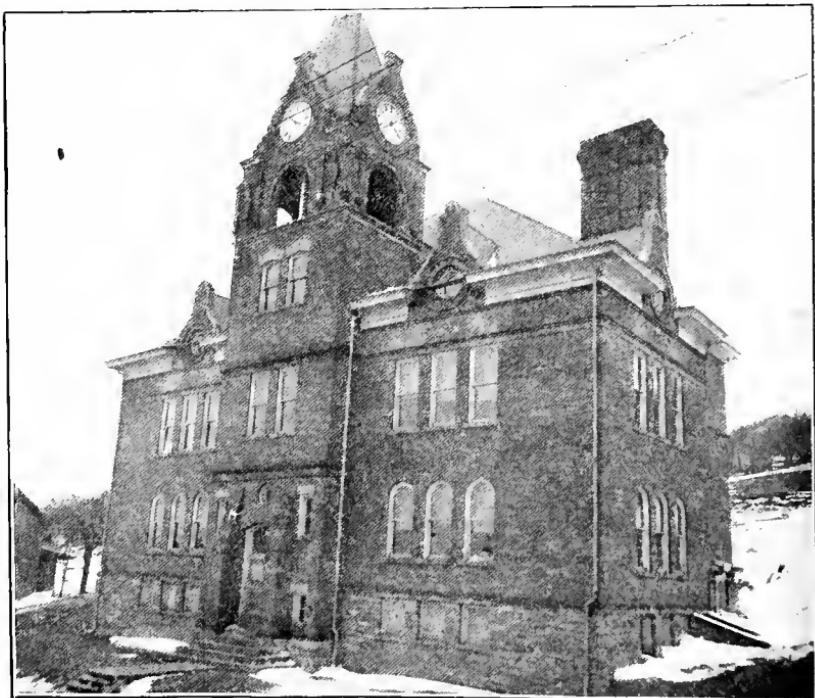
of teachers being increased from two to five. In 1900 this building was sold, moved off the lot, and a handsome brick structure erected in its stead, costing \$25,000.

The new building is three stories high, has eight large well-lighted class rooms, an office and library; the whole of the third story being an assembly room for educational meetings, teachers' institutes, etc. The Williams' system of heating and ventilating with dry closet attachment, is used with entire satisfaction.

COURSE OF INSTRUCTION

In addition to the common branches the following subjects are required for graduation; algebra, three years; rhetoric, two years; geometry, two years; Latin, three years. Written examinations with an average of 75 per cent are required for promotion. Supplementary work by teachers and pupils is required in the advanced grades.

In addition to the regular school term, a summer normal has been taught here for several years past with marked success. At the present



TERRA ALTA PUBLIC SCHOOL

time this summer session is under charge of F. W. Gandy, principal, and Jos. W. Stayman, principal of the Keyser schools.

OFFICERS AND TEACHERS

The Board of Education consists of Edmund Whitehair, President; Jno. M. Freeland and Nolan J. Gibson, Commissioners; Secretary, Jno. W. Hill.

The present corps of teachers is as follows:

F. W. Gandy, Principal.

C. W. Hennen, First Assistant.

Nettie S. Herndon, Intermediate Department.

Nora Welch, Grammar Department.

Cedar V. Grosscup, Grammar Department.

Lillie I. Dewitt, Second Primary.

Hattie J. White, First Primary.

A LIST OF PRINCIPALS OF THE TERRA ALTA SCHOOLS SINCE 1878

L. W. Fike, '78 and '79.

Parley DeBerry, '80 and '86.

George Rogers, '81.

A. J. Elliott, '82 and '86.

Irene Harshbarger, '83.

Baldwin Freeland, '85.

K. E. Burke, '87.

C. J. Allen, '88.

C. Hartmeyer, '90.

B. D. Rose, '89.

Ben. H. Elsey, '91.

Geo. M. Ford, '92 and '93.

H. S. Whetsell, '94.

O. C. Wilt, '95.

P. C. McBee, '96, '97 and '98.

Jos. W. Stayman, '99, '00 and '01.

F. W. Gandy, '02 and '03.

The Elkins Public Schools

BY J. S. CORNWELL, SUPERINTENDENT

The town of Elkins began its corporate existence in 1889. It was then a small village, giving little promise of the thriving town it has now become. Its present population is estimated to be about 4,000, and is steadily increasing.

From its youthfulness the brevity of its educational history may be

inferred. The expansion of the public school has kept pace with the increase of population and it will not be claiming too much to say that in thoroughness of organization and instruction, in practical efficiency, it is second to few or none of the schools of the State.

The "Independent School District of Elkins" was established by act of the Legislature in 1893. The movement to secure an independent district met with strong opposition, but through the efforts of progressive citizens, the movement finally succeeded. Its success was fortunate for the educational interests of both the town and the county; for had the independent district not been established, the wages paid the teachers of the town school would have been little or no higher than those paid in the country schools, and the town school would never have attained its present efficiency and could not have exerted the influence it is now wielding upon the school work of Randolph county by its exemplification of the use and superiority of advanced educational methods.

This is a proper place to observe that at this time the free school system had some enemies in Elkins, and though there is, at present, no avowed opposition, still the old aristocratic idea that the free school is a charitable institution and that children who attend the schools open to the common people will lose caste and distinction socially, is entertained by a few people. In consequence several attempts have been made to establish private schools. These attempts have not been successful, and some of the youth, especially young ladies, who could very profitably



ELKINS PUBLIC SCHOOL

attend the public schools for several years more, are attending private schools away from home.

When the independent district was created, Elkins had no school building. In 1890 two rooms in the Harvey building were used. The next year the school board was obliged to rent three rooms in different parts of the town to accommodate the one hundred twenty-five children enrolled that year. The same unfavorable conditions existed in 1892 and 1893, though there was, in the latter year, an enrollment of 225. Soon after the establishment of the independent district, however, the erection of a building of eight rooms was begun. The cornerstone of this structure was laid with appropriate Masonic ceremony on July 4, 1894; and on December 17 of that year was opened this first temple of learning in the town of Elkins. The cost of this building was approximately \$30,000.

At that time the eight rooms were not all needed, but in less than seven years after its completion this building was inadequate. In 1901 and 1902, the board was obliged to rent one or more rooms. This year, 1903-4, suitable rooms could not be rented and the board was compelled to enlarge the building by the addition of four rooms, making twelve in all. Owing to the heavy expense of building, and the low rates at which property is assessed, the school has not been well supplied with the necessary apparatus and appliances for teaching.

The school has had three principals. The first was Mr. N. G. Keim, who served in that capacity from 1893 to 1896. It was fortunate that, at this stage of its existence, the school was entrusted to a man of Mr. Keim's experience and ability. In 1896 he was succeeded by Mr. C. W. Flesher, who held the position three years. He was succeeded in 1899 by the present principal, J. S. Cornwell. Under the management of these three men, the school has been thoroughly organized according to modern ideas of grading and management.

In 1893 there were 225 pupils, and three teachers, besides the principal; in 1903 there were 500 pupils and thirteen teachers. This does not include a colored school of one teacher and about 25 pupils. The following are the teachers for 1903-4: Mr. S. H. McLane, Misses Lena Stutzman, Edna C. Allen, Mary E. Harmon, Winifred Fenton, Kate Crouch, Ruth Wamsley, Bessie Maxwell, and Belle Stalnaker, Mr. Luther S. Wees, Mrs. R. E. Leonard, Mr. D. F. Greynolds, and Mrs. C. H. Hamill.

The course of study includes, besides the common branches, Physical Geography, Rhetoric, Literature, General History, Civil Government, Advanced Arithmetic, Algebra, Geometry and Latin. The absence of Physics from the curriculum is owing to the want of physical apparatus. The work in Literature consists in the study of masterpieces of English prose and poetry. Nature study and drawing are taught this year in primary grades. The vertical system of penmanship has been taught the last four years. Special stress is laid upon the teaching of phonics as a preparation for reading.

A history of educational progress in Elkins would be incomplete without some mention of Davis Memorial College. The building for this institution is nearing completion, and occupies a commanding eminence in



ROOM ELEVEN, ELKINS PUBLIC SCHOOL

the southern suburbs of the town. The college is under the management of the Presbyterian church. The Lexington Presbytery raised a specified amount of money and the additional sum needed to finish and equip the building was contributed by ex-Senator Henry G. Davis. The total cost will not be less than \$60,000. This institution will be liberally endowed by Mr. Davis.

Sistersville Public Schools

BY ANNA N. ELLIOTT, FIRST ASSISTANT IN HIGH SCHOOL

No town in the State has, in the last decade, made more rapid progress along material lines than has Sistersville. Situated, as it is, in the heart of an immense oil field, its population has increased a thousand per cent. since 1890, and its wealth many times as much. But while its progress in industrial and financial affairs has been marked, its educational interests have not been allowed to suffer and the public schools of the city to-day rank with those of the old established towns of the State.

The first public school was established in 1863 in the old Methodist Church building, with Mr. Martin Bowman as teacher; later a frame structure near the "Diamond" was secured and used for school purposes

until 1869, when a substantial brick building of four rooms was erected on Main street.

In 1876 the Board of Education outlined a graded course of study and employed Mr. A. B. Wilson as principal and teacher of the grammar department; Mr. L. A. Lowther teacher in the intermediate department; and Miss Martha Morrison in the primary department.

The rapid increase of population, following the discovery of oil in 1891-2 filled the school to overflowing; a lot adjoining the school house was purchased, and two frame dwellings on it were utilized as school rooms. This was not sufficient accommodation for the rapidly increasing enrollment and in 1896 the Board of Education, composed of Messrs. G. L. Lowther, A. D. Work and D. L. Core, contracted for the erection of a new and modern school building on the corner of Main and Hill streets, costing \$45,000. This is a three-story building of pressed brick, heated by the Smead system, lighted by electricity, having water on each floor and telephone and electric bell connections. The basement contains dry closets, furnace rooms, and several play-rooms. On the first floor are five school rooms, one recitation room, and the Superintendent's office and library; on the second floor are six school rooms and the High School assembly room; on the third floor are two school rooms, two High School recitation rooms, and an auditorium with a seating capacity of six hundred.

The interior of the building is most artistic. The walls and ceiling of the halls are painted a dull yellow that harmonizes well with the oak staircases. The Superintendent's office is finished in terra cotta with a stenciled border in blue near the ceiling. This room is handsomely carpeted and built in, along one entire side, is a large oak bookcase with sliding glass doors.

The school rooms are tinted in delicate shades of green or blue, having a wide stenciled border above a picture moulding. The windows are screened by Venetian blinds, and single desks, slate blackboards, and ventilated chalk troughs, by which all dust is carried out of the room, render the school rooms the perfection of comfort for both teacher and pupils.

The building is surrounded by a well-kept grass plot inclosed by an iron fence, and dotted with young shade trees and flower beds. Through the generosity of the Board of Education, bulbs have been planted in these that transform the beds into a blaze of colors in early spring.

The library originated in about fifty volumes donated by the parents and friends of the school at a "Book Reception" in 1897. Since then the book shelves have filled rapidly, and to-day the library numbers one thousand volumes, embracing history, fiction, biography, oratory, and essays. Besides these, the works of reference alone comprise a small library. Among the latter are the Encyclopedia Britannica, International and Students' Reference Encyclopedias and the latest and most important addition is the Encyclopedia Americana, the volumes of which are being placed on the shelves as rapidly as they come from the press.

Most of the money for the purchase of books is contributed by the

pupils at the annual "Birthday Celebration," when each child is permitted to give as many pennies as he is years old. This event is looked forward to with great interest and a friendly rivalry exists among the rooms as to which will contribute the most.

Through the liberality of the Board of Education, the school is supplied with apparatus second to none in the State. The value of the apparatus in the High School laboratory alone, is near \$800, while that of the entire school is at least \$1,200. Every facility is offered the student to pursue the sciences and fit himself for college work. A fine piano and three organs contribute to the pleasure of the pupils.

The course of study embraces three years primary, four years intermediate, and one year grammar work below the High School. While many schools make the High School the main object and bend all energy to preparing for that, the aim of the Superintendent and teachers in the Sistersville school is to fit a child for life if he should never enter a High School. This is especially true of the grammar grade, the instruction given being such as to do the most possible for boys and girls who are, perhaps, spending their last year in school.

The High School was organized in 1900 with a three years' course; in 1903 this was increased to four years, making the present course preparatory to the State University. The course embraces Mathematics through Solid Geometry, four years of Latin, two years of German, Physics, Botany, Zoology, Civics, Physical Geography, General History, English History, Rhetoric, and three years of English and American Literature.

The Sistersville school enjoys the distinction of being the only school in the State carrying on a School Savings Department. This was introduced by Superintendent Hess in 1901, and \$2,000 is now placed to the credit of school children in the Tyler County Bank. It involves but a few minutes' work on the part of the teacher on Monday mornings, and the habits of saving and economy that are cultivated may prove the greatest of blessings to the pupil in after years.

The enrollment, including the four rooms in the South Side building, is 1,000, of which 67 are in the High School. This is the largest enrollment in the history of the school.

Teachers are elected annually, but a teacher who gives satisfaction may rest assured of re-election. Every summer many of the teachers take advantage of the summer term at the State University or some similar institution, and any teacher desiring to devote an entire year to study is given permission to do so with promise of reinstatement on her return.

Nowhere in the State are salaries higher in proportion than in the Sistersville schools; the superintendent receiving \$1,200 per year; the principal, first and second assistants in the High School, \$95, \$60 and \$50, respectively; the teacher of the grammar grade and the primary supervisor receive \$50; the other teachers \$45 and \$40 according to certificate.

With such generous treatment in the matter of salary and permanency of position, the teacher is inspired to fit herself for carrying on her work in the best possible manner. While the Board of Education believes in encouraging its High School graduates who desire to teach, it also be-

lieves in infusing new life and methods by introducing teachers from other parts of the State or from other states. The inducements it offers are such as to give an opportunity to select from the best teachers of the State. Of the twenty-two teachers employed, all are graduates of College, Normal School or High School.

The present teaching force consists of Prof. M. E. Hess, Superintendent; Mr. J. D. Garrison, Principal of the High School; Miss Anna Elliott, First Assistant; Miss Margaret Thompson, Second Assistant; Miss Hallie Swan, the Grammar Grade; Misses Dora Hamilton, Margaret McGugan, Iscola Satterfield, Clara Reed, Lenore Gosling, Lulu McKisson, in the Intermediate Grades; Miss Cora Hensel, Mrs. Ella Martin, Misses Ida Hamilton, Blanche Emery, Beulah Belford, in the Primary Grade, with Mrs. Harriett Lyon as Primary Supervisor. in the South Side building Misses Margaret Black, Belle Vannoy, Bessie Varner, and Eva Martin have charge of the various departments.

The administration of all school affairs is entrusted to the Board of Education. This body at present consists of Messrs. Chas. Bailey, President; C. L. Moore and Thornton Buck, Commissioners; and J. Fred Neill, Secretary. All are public spirited men and deeply interested in the welfare of the school, sparing neither trouble nor expense to make its equipment complete and the surroundings conducive to good work.

The educational system is under the care of a Superintendent, elected by the Board of Education. He does no teaching, but oversees the work



SISTERSVILLE PUBLIC SCHOOL

of every department, making such suggestions and criticisms as he sees needful to blend the work of the various departments into a perfect whole. All plans for work are submitted to him; he conducts teachers' meetings, at which subjects in Psychology and Pedagogy are discussed; he issues instructions in the form of weekly bulletins, conducts examinations at certain times, and is the court of final resort in all matters of discipline; he reports the condition of the school, and recommends to the Board for re-election or promotion those teachers whom he finds most successful. A list of Principals and Superintendents since '76 is as follows:

Principal A. B. Wilson, 1876-1892.
Principal F. E. Strickling, 1892-1893.
Principal A. B. Wilson, 1893-1895.
Principal S. M. Hoff, 1895-1897.
Principal J. M. Skinner, 1897-1899.
Superintendent M. E. Hess, 1899—

The discipline of the school is firm and wisely administered. Each teacher is held responsible for the discipline in her room, and her success as a teacher is gauged largely by her ability to control her pupils without the assistance of the Superintendent. All cases of insubordination beyond the control of the teacher are referred to the Superintendent, when the offender is dealt with in a kind but effective manner. The pupil is inspired with the idea of self-government, and each year under the present management has seen an improvement in the conduct of the pupils, until little or no corporal punishment is now required.

Cameron Public School

BY GEO. E. HUBBS, PRINCIPAL

So far as can be ascertained from the records, the Cameron Public School is now in its thirty-eighth year. The oldest record of a meeting of the Board of Education is that of September 2, 1865; the meeting being held at Glen Easton, for the "purpose of reporting on the enumeration of youth in Cameron Township."

In the early days of the free school system in this township, the regulations seem to have been very rigorous, as there is an order entered upon the minutes which reads: "D. M. Burley and Wm. J. Conkle, teachers, took the oath as prescribed by law."

On April 20, 1866, a meeting of the Board of Education was called by T. Wilson, at Glen Easton, at which meeting it was decided "to purchase a site from John Parkinson, on the Waynesburg Road, near Rock Lick; also one from Dr. Stidger, in Cameron; and also one from George Hubbs, in Glen Easton." The records do not seem to have been very carefully kept, as no order can be found which relates to the building of school-houses until some years later. However, we find, when the record is clear, that the school-house in Cameron was located near where the Christian

Church now stands. This building contained two rooms and served its purpose until 1878, when the number of pupils having increased to such an extent that more room was necessary, W. R. McDonald was authorized by the Board of Education, to purchase the old Disciple Church to be used as a school building. This amount of room served very well until 1891, when the present building was erected. Again in 1900, the school having grown rapidly in numbers, a two-roomed annex was built, making six rooms in all. At this writing, two rooms in another part of the city have been rented and fitted up for school purposes, and arrangements are being made to build a ten or twelve-room school-house for next year.

In 1887, the Board of Education passed an order making; the Cameron school a graded school, but the requirements for graduation seem to have been limited to the twelve "common school" branches until 1900, when the Board of Education added to the course of study, Elementary Algebra, Physical Geography, and American Literature. Again, in 1903, Rhetoric, Geometry, Higher English, and Drawing were added to the course. The aim is to establish a District High school the coming year, and make the course of study on a level with other high schools of the State.

The school has, now, a library of over five hundred volumes of choice biography, history, travel, fiction, works of reference, etc. The funds for the maintenance of the library are raised by the pupils of the school. Contributions are made and an entertainment of some kind is given each year.

The watch-word is Onward and Upward.

Salem Independent District

BY PRINCIPAL M. H. VAN HORN

The School District of Salem was created by an act of the Legislature dated February 18, 1871.

For about six years after the organization of the district, school was held in two buildings of one room each situated at opposite sides of the district. These buildings were outside of the village limits—no school being held within the village till the year 1877.

In 1877, it having been proposed to build a central school building, that section of the district containing the school-house on the south side and now known as sub-district No. 7 of Ten-mile District withdrew from the Salem District.

The next year the section containing the other school house situated on the north side and now known as sub-district No. 12 of Ten-mile District, also withdrew, leaving the Salem District much reduced in size and without a school building.

From 1878 to 1881 school was held in rented rooms.

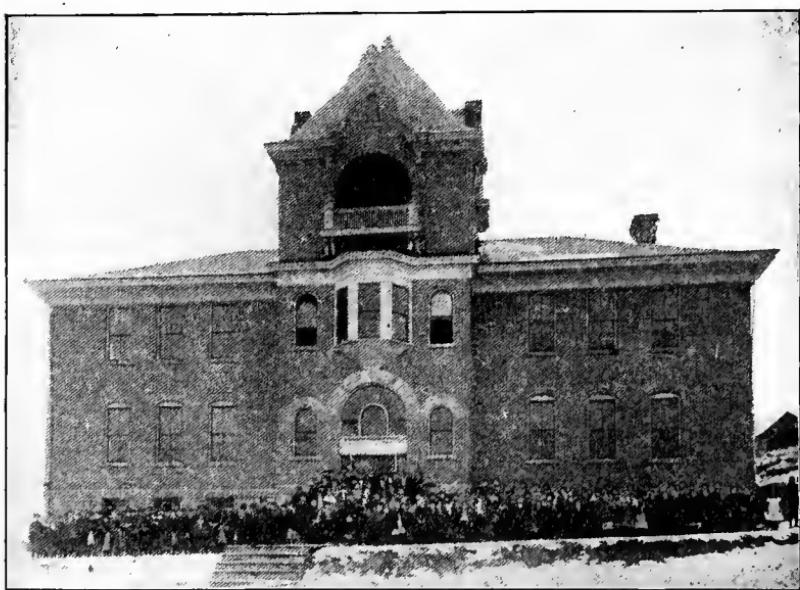
In the year 1881 a two-story frame building was erected consisting of four rooms, however, all the rooms were not occupied till 1887. To this building was added in 1899 two more rooms.

The six rooms thus provided soon became inadequate for the rapidly increasing attendance and a new building was erected in 1902 and 1903 at a cost of about \$20,000.

This building is well located on high ground in the central part of the town, is constructed of brick and stone and finished in hard wood. The arrangement is in accordance with plans of the best modern school architecture. Besides the eight recitation rooms with their respective cloak rooms, the building contains good library and office rooms, also an excellent basement story. Also in the year 1903, the west end of the district having become thickly settled, a frame building was erected there for the accommodation of the children in grades 1, 2, 3, and 4.

The records show that the school was graded in 1877, but no record of a regular course of study, providing for the graduation of students appears till several years later.

Since the year 1890 the school has been well graded, has had a regular course of study and has graduated eighteen of its students. In 1903 by an almost unanimous vote the district created the Salem High School with a course of study covering three years' work. At the time the district was reduced to its present size the enumeration of school youth was 148. In 1903 it was about 450. Most of this increase was after the year 1897.



SALEM PUBLIC SCHOOL

Elk Garden Graded School

BY D. C. ARNOLD, PRINCIPAL

Elk Garden is strictly a mining town located in the western part of Mineral county on the Allegheny mountain, 2,300 feet above sea level. Twenty-two years ago the primeval forest was hewn down and there sprung up in its stead a mining town of about 2,000 population. There was at that time about 400 acres of the magnificent fourteen-foot vein coal at this place.

But as has been stated the forest gave way to the town, but at first the trees and the houses disputed each other's claims.

The school house was built in the woods. Chestnut trees in the fall dropped their nuts in the paths that radiated from the school house, thus affording the children one of the pleasures of childhood, gathering nuts from under the "spreading chestnut tree," as they passed to and from school.

Four teachers composed the teaching force at first which was afterwards increased to six. Messrs. Richard Boseley, Kenneth E. Burke, Charles E. Taylor and D. C. Arnold have been the principals, the latter having held the position for the last seventeen years.

There have been six graduating classes under the State graduating system, in all forty graduates, fifteen gentlemen and twenty-five ladies, 37 1-2 per cent. gentlemen. The first graduating class was in 1895. There were three members in this class, Messrs. James Norman, and James Kenny and Miss Winnie B. Fenton. The two gentlemen are now successful merchants and Miss Fenton, a graduate of the Fairmont Normal School, is teaching in the Elkins High School.

Stephen Dixon, at the time President of the County Court, was the first President of the Board of Education to sign a diploma.

Prof. J. Walter Ross, of the class of '97, afterward graduated from the Elliott Commercial School at Charleston in storthand, and is now one of the leading teachers of stenography in the State, occupying a position in the Elliott Commercial School, Wheeling.

Mr. R. Marsh Dean, of the class of '99, is the successful principal of Nethkenville school.

Wallace Bischoff graduated from the University of Ohio in mining and engineering and now holds a lucrative position at Robertsdale, Pa. He finished the common school course here before the graduating system went into effect. Two young men of the earlier days of our school have become prominent ministers, Revs. Charley Biggs and Harry Marsh, and Miss Belle McIntire, who graduated at the head of her class at a female seminary in Pennsylvania, is the wife of Rev. Hough Houston, New York City.

Sixteen of the forty graduates, or forty per cent., became teachers, engaging in this high and honorable calling one or more years. Ten of the whole number, or twenty-five per cent., are teaching at the present time. Others are book-keepers, clerks, students at higher institutions, and five of the ladies are housekeepers.

All the rooms (six in number) of the school building are supplied with maps, and three rooms are supplied with globes and large dictionaries. The principal's room is supplied with the following apparatus: Two large maps, one a State and the other a United States map, three globes, physiological chart, mathematical blocks, dry measures, liquid measures, and numerous smaller articles.

The room contains one large case for apparatus, two library cases containing 400 volumes, and an organ. The library books, the organ and a part of the apparatus were purchased by the school children and teachers with money procured by holding entertainments.

The Board of Education of Elk District have always been liberal in purchasing apparatus for the schools throughout the district and in the last ten years have spent \$120 for apparatus in the Elk Garden School.

The teachers of the above school are D. C. Arnold, Carrie M. Pritts, Katie M. Joyce, Mary Mason, M. Ella Snyder and Pearl Linthicum. The Board of Education, President, J. R. Bane; members, A. E. Simons, Wm. P. Rodruck; Secretary, Walter H. Arnold

Ronceverte Public Schools

BY PRIN. H. W. BARCLAY

The first District School in Ronceverte was established in the year 1875.

A frame school house containing one large room was built from the district funds. This house is still standing and is situated on Greenbrier avenue near the back road to Lewisburg. It is now occupied by a respectable colored man named Dick Williams.

The school at first numbered about 25 pupils and was taught by Mr. Erwin Beckner for a year. He was followed by Mr. Jno. T. Cribbins and Mr. Keys Nelson.

About 1882 the school had outgrown its quarters, and a part of it moved into the two room brick building, corner of Greenbrier avenue and Pine street, now owned by Mr. Edwin Patton and occupied by Mr. H. Leist.

The principals in order were: Miss Ella Krebs, Rufus D. Alderson, 1883; A. P. Farley, 1884; L. J. Williams, 1885-86, and Rev. Walter S. Anderson, 1887.

As the number of pupils increased, teachers were added until in 1884 there were four teachers

On Nov. 22, of the same year, the Board of Education accepted the Ronceverte school house built by Contractor D. H. Foglesong at a cost of \$800. This was the two story frame addition immediately in the rear of the brick school house.

After this change was made, the original district school house was occupied for a short time by a colored school.

Owing to a defect in the title to the lot upon which the building stood, the Board of Education finally lost control of this property. The present two story building in which the colored school is taught was built in 1887 by Contractor D. C. Howard.

In 1885 Ronceverte became an incorporated town.

THE GRADED SCHOOL

Another step forward in education was taken by the Board, when, in 1888, they elected a principal at an increased salary and three assistants, over whom he should have authority, and ordered that the school should be graded in accordance with the Public School Manual.

Of the Graded School Rev. Max Parr was the first principal. He was succeeded by Miss C. Betts, 1889, Mr. Wm. Hayes, 1890, and Mr. G. D. Shreckhise, 1891-93.

The population of the town increased very rapidly from 1888 to 1890 and the need of a building large enough to accommodate the children of the town became apparent. The Board of Education desired a suitable site for the new school building and, after due deliberation and much discussion, the town authorities presented for this purpose lots numbers 69, 71, 73, 75, 76 and 77, as per plan of the town of Ronceverte. The contract for a large three story brick building was let to Messrs. Driscoll & Peters July 16, 1892, but the work was not completed until the session



RONCEVERTE PUBLIC SCHOOL

of 1894. The Graded School was then moved to its new quarters. Mr. Wm. M. Boal was the principal in charge. He was succeeded the next session (1895) by Mr. Elmer Leach.

During Mr. Leach's administration, in 1896, by a vote of the people of the district, the Graded School was made a High School and the course of study extended.

Mr. Leach was succeeded in 1897 by Mr. H. W. Barclay, the present principal.

The High School building is a three story brick structure, 70 feet square, and contains ten recitation rooms and on the 2nd floor a hall for general school exercises. It has high ceilings, good ventilation, water and steam heat.

Beautiful for situation, the pride of the growing city, the High School building is the first object of interest that attracts the attention of the passing stranger.

It crowns a high hill immediately north of the town, overlooks it, and is surrounded by a grove of ancient oaks and pines.

The course of instruction offered to the pupils of the district embraces Latin, French, English, Literature, Mathematics, Music and Drawing, in addition to the regular graded school studies.

Since 1875, the following gentlemen have served terms as school commissioners of Fort Spring District, viz.: Oliver Curry, Ben Hurxthal, Fleming Duncan, D. W. Weaver, Lewellyn Davis, Robert C. Rodes, S. R. Patton, F. P. Staley and J. Robertson.

The Board of Education at this date (1903) consists of A. B. C. Bray, President, Howard Templeton and W. H. Hanger, Commissioners.

The faculty of the school is as follows:

H. W. Barclay, Principal; Miss Bina Fry, Miss Fannie Eagan, Miss Mary Williams, Miss Ellen Prentice, Miss Lucy Buchanan; Mrs. Alice Haynes, Miss Celia Betts, Miss Laura Prentice, Miss Daisy Feamster (Music).

History of the Mannington Schools

BY JOHN F. HUGHES

Shortly after the adoption of the Free School System in West Virginia, education received earnest attention in Mannington, and no place and no people since that time have been characterized by a greater interest in the same. Mannington needs no introduction. Her location on the B. & O. Railroad fifty-eight miles south of Wheeling, in one of the most beautiful valleys in the State, is sufficient warrant for traveler or business man to make a study of her industries.

Mannington, in the first place, boasts of having a school building and school interest second to none in the State. Particularly has this been true from start to finish. Early in the summer of 1865 a school board

was appointed, consisting of Alpheus Prichard, William Hawker, and James C. Hamilton, who set about at once to lay a levy sufficient to run the school four months in the year. There was no little interest here manifested, and it needs be mentioned that these men, with their untiring energies, did much to lay the foundation of a school spirit that has culminated in such a climax at the present time.

Mannington, at the beginning of the school era, was a straggling village of only a few hundred inhabitants, and having no means to erect a school house, the first school was held in the old M. E. Church, now being occupied by Pitzer & Hammel, general merchants, on Clarksburg street, near the iron bridge which spans Buffalo creek.

The church was converted into two rooms and occupied by about one hundred pupils. The records of the first schools being lost by floods and fire, we rely upon the memory of its first teacher, Mr. B. F. Charlton.

Mr. Charlton, who has since held several offices of public trust and honor, was its first principal, assisted by Miss Mary A. Smith, of Fairview. The schools were continued in this manner for two years, when it was found that a term of four months was only a waste of time and money. The school board then set to work and procured sufficient assistance from the Peabody Fund to extend the term to six months. They were favored by such assistance for two years, when they were compelled to reduce the term to four months again. The population of the town so increased that two teachers were not sufficient to teach the youth and more aid was secured. They were obliged to rent rooms wherever they could get them until 1869, when the first school house that Mannington ever had was erected on the corner of School and Clarksburg streets. Mr. Charlton resigned to fill a position in the State Legislature. He was succeeded by Mr. Kendall of Shinstown, who taught one year.

In 1870, again, the Board of Education was successful in procuring sufficient aid from the Peabody Fund to restore their former glory. From this time the citizens of Mannington have been enjoying from six to eight months school, not through the aid of the Peabody Fund alone, but by a vote of the citizens of the town, for the additional months not granted by the voters of Mannington District.

Mr. Charlton, on his return from the Legislature, was elected principal of the new four-room building, and after two years the building was found to be much too small and two rooms were added in 1874.

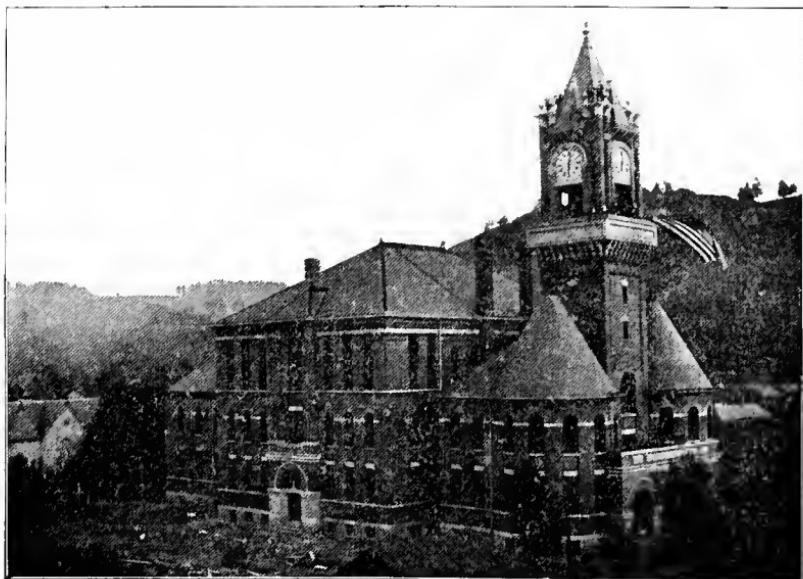
Mr. Charlton and his five assistants and two hundred pupils clinched the public school sentiment in the minds of the citizens as a positive good. In 1872 Mr. Charlton was succeeded by Professor Wheeler, of Pruntytown, who taught until 1876, when he was followed by B. F. Martin, John A. Bock, of Farmington, John W. Mays, Scott Meredith, J. V. Carpenter and W. M. Haggerty, of Mannington. These gentlemen lost no time in demonstrating to the citizens of the town that they were poorly paid for the work they did. They labored diligently in cultivating the friends of the school in a nobler opinion of its excellence. The excellence of their work was attested by the number of teachers that went out from the public school to teach during their tuition here.

For a period of fifteen years the population increased sufficient only to warrant the addition of two rooms. The spirit of education in the meantime did not lag; good work by able instructors was being done. It might be truthfully said that the spirit which prompted the building of the present magnificent structure was firmly taking root in the minds of the business men of Mannington, and I would be a partial historian if I did not here mention the late James H. Furbee and A. F. Conaway, who labored zealously to promote the good work.

In 1893 John H. Brock was elected principal. The enrollment then was about three hundred twenty pupils. About this time oil was found in the immediate vicinity and that consequently invited quite a number of people from other states. The population soon increased to such an extent that it was found necessary to "tear down and build greater." A more commodious building was erected.

Mr. G. V. Millan was elected President of the Board of Education, B. F. Charlton, Secretary, 1893, and when the question was raised concerning the building of a new school house, Mr. J. T. Koen and the late Jas. H. Furbee and John Blackshere were appointed members of the building committee. These men deserve special mention for their untiring labor spent in the interest of education.

It was not a pleasant task for them. Much opposition arose, but they met it all with a courage that deserves commendation. Ofttimes when the building funds were limited, these great-hearted men went down into



MANNINGTON PUBLIC SCHOOL

their own pockets to meet their neighbor's obligations, as well as their own. In 1894 the structure was begun. The old frame building gave way to a splendid brick structure of twelve rooms. Mr. W. H. Daniels was elected the first principal of the new brick building in 1894. He taught three years. The existence of the building was short. On the 24th day of January, 1902, it caught fire and was burned to the ground. The records of the school, together with much of the furniture and books, were consumed by the flames.

The same year saw the beginning of the present magnificent structure, and the following year, 1903, saw its completion, under the shrewd management of C. E. Jolliffe, President, P. C. McBee, Secretary, Theophilus Moore and Caleb Moore, members of the Board of Education, and J. T. Koen, W. T. Morris and Jas. T. Criss, members of the building committee.

Much has been said concerning the present building, and much more can be said. It needs here to be mentioned only, that we have the most modern, the most complete public school building in the State. It stands a fitting monument to the sentiment of education.

Mr. P. C. McBee, the present Superintendent, and his able assistants deserve much praise in bringing and keeping Mannington to its present high standard of school excellence.

The enumeration at present is eight hundred eighty. There are now fourteen teachers employed. The school is working its way rapidly to the station of the foremost high schools of the State.

Three teachers of the fourteen already do High School work and it is only a question of time until those seeking a High School education need not go out of Mannington. Then when we look back thirty-eight years we can see that the educational interest has kept pace with all our great material development.

Wheeling Public Schools

The history of the public schools of Wheeling as a separate and independent district begins in 1849 when an act was passed by the General Assembly of Virginia separating the city from the county and placing it under the control of a separate and independent board.

The first record of any school meeting to be found is the minutes of a meeting held March 27, 1849. These minutes began as follows:

Pursuant to an act of the General Assembly of the State of Virginia entitled "an act concerning district public schools in the county of Ohio passed February 23, 1849, the clerk of the city of Wheeling, whose duty it became, under the law aforesaid, issued a writ for an election to be held on the fourth Monday of March, 1849, for one school commissioner and two school trustees for each ward in said city and the officer whose duty it was to conduct said election, having made, due return thereof as required by said act, and it appearing from said returns that

the following named persons had been duly elected school commissioners of said city, viz:

For the first ward, Thomas Johnston, Sr.,
For the second ward, William S. Wickham,
For the third ward, Morgan Nelson,
For the fourth ward, Richard W. Harding,
For the fifth ward, Henry Echols,

to continue in office until the fourth Monday in January, 1850. Morgan Nelson was chosen as the first president of the board of Commissioners, and Geo. W. Sights, clerk. Among all those named as commissioners and trustees at the organization, there is not one now living. The record shows that the commissioners during the first years had very much to contend with. New houses were to be built, and the schools were to be equipped. Money had to be borrowed, rules provided, courses of study mapped out, text books to be agreed upon, and in fact everything taken from the hands of individuals and done by officials. It is worthy of notice and remark that very wise provisions were made. The rules for the government of the board and the schools have come down to us with some modifications and additions. One of the first subjects considered by the board of 1849 was the establishing of a high school. The following is found as part of the minutes of the first meeting. "On motion, Messrs. Johnston and Wickham were appointed a committee to select a proper site for the erection and establishment of a central high school, and make report to this board." Subsequent minutes show that the site was secured and finally sold, and the city still without a central high school. At the time the free schools were first organized the population of the city was 9,952, and the total available fund for school purposes was \$5,921.52.

In order to continue schools in session from the "first Monday in October to the second Friday in July," all were required to pay for each pupil one dollar per term or three dollars each year, to supplement the Literary Fund and levy.

West Virginia became a State of the Union in 1863, and by its constitution a free school system was provided for the whole State. In the State of Virginia this matter was left to certain counties. The Legislature of West Virginia passed an act on the 2nd day of March, 1865, constituting the city of Wheeling an independent school district, to be known as the School District of Wheeling. The act provides for a Board of Education to be made up from three members from each sub-district. The members of this board are elected for six years, one being elected every two years, much the same as the U. S. Senate. Under the old regime there was no city superintendent, and in many respects the system was faulty and imperfect.

When the schools were organized under the new law in 1865, there were six school districts as follows: Washington, Madison, Clay, Union, Centre and Webster. Ritchie was added in 1872. The first Board of Education was composed of the following members:

WASHINGTON DISTRICT

A. J. Sweeney, Geo. W. Robinson, John Muth, J. M. Bickel.

MADISON

S. McClellan, Geo. E. Wickham, Dr. E. A. Hildreth.

CLAY

Geo. K. Wheat, James Bodley, James Launder.

UNION

O. J. Crawford, Harvey Hall, Andrew Wilson.

CENTRE

John Hubbard, Robt. Pratt.

WEBSTER DISTRICT

Wm. Clohan, Wm. Hastings, Andrew Glass.

F. S. Williams, formerly a principal of one of the schools, was appointed Superintendent for the district of Wheeling, August 2, 1865. This position he filled with marked ability until October, 1875, when he resigned his office. He lives now in Minneapolis, Minn. In November, 1875, John C. Hervey was chosen Superintendent of city schools. He was a member of the graduating class of Washington College of 1847, of which James G. Blaine was a member. He filled the position in a most satisfactory manner until his death, which occurred in May, 1881. John M. Birch, formerly principal of Linsly Institute in this city, was chosen Superintendent June 16, 1881, by a unanimous vote of the board of education. As Superintendent he was active and energetic, and under his administration the schools progressed rapidly. Superintendent Birch resigned in July, 1885, having accepted the position of Consul to Nagasaki, Japan. On July 17, 1885, W. H. Anderson, formerly principal of Union School, was elected Superintendent. His administration was quiet and successful. He resigned and was succeeded July 16, 1903, by the election of David E. Cloyd, formerly School Visitor for the General Education Board of New York City. A new course of study for the High School, modern in every respect and equal to the courses in other city High Schools, was adopted August, 1903. The Board of Education at its regular meeting in December, 1903, voted to build a new High School to replace the old building which is inadequate in every respect.

The board of education has always shown a liberal spirit toward the schools. The principals and teachers have kept pace with the school workers in the other cities of the land. Our school houses are good and com-

modious, some of them are new and have all the comforts and conveniences known to architects. Comparing the present status of the schools of our city and State with that of ante-bellum times it will readily appear that we have made great progress. Our Wheeling schools were the first free schools established on southern soil, and now they will compare favorably with the schools of other cities and States. The colored school of our city now employs a principal and five assistants. This school is doing good work. Considering all the conditions which surround them, the pupils of our Lincoln School (colored) have proven that the efforts put forth in their behalf have not been in vain. Many of the graduates from this school are now successful teachers, while others are filling honorable positions of various kinds. Much honor is due to Virginia for the advanced position which she took in the matter of education, and that West Virginia stepped upon a higher plane by providing free education for all her youth. A generation has now arisen having grown up under the influence of our free schools, and this generation by its intelligence and general advancement in knowledge fully sets forth the great benefits of the free school system.

Fairmont Public Schools

BY SUPERINTENDENT JOSEPH ROSIER

The first public free school in the town of Fairmont was opened in the fall of 1864. The teachers for the first term were Misses Nannie Booth, Maggie E. Turney, (now Mrs. Eli Musgrave), and Mary J. Steele. The schools were ungraded and the term was only three months in length. There was no building, and rooms in different parts of the town were used. In 1865 the schools were graded, and placed under the supervision of Col. J. C. Lininger, who occupied the position but a short time. Upon the resignation of Col. Lininger, Dr. D. B. Dorsey was chosen principal, and had charge of the school until the close of the term, which this year was six months, the schools, four in number, again being held in different buildings.

In the summer of 1866 the Board of Education purchased the brick building, corner of Adams (Main) and Madison streets, which was later partly torn down, and fitted it up for school purposes. Prof. A. S. Cameron, of Connellsburg, Pa., was chosen principal, and had charge of the schools for two years. Prof. Cameron had four assistants, the enrollment being nearly two hundred.

When the Legislature located one of the State Normal Schools at Fairmont in 1867, provisions were made whereby the pupils of the district could be formed into model training schools for the benefit of the Normal students, and the principal of the Normal School was, by virtue of his position, superintendent of the public schools. This plan

continued nominally until 1875, when the public schools were entirely separated from the Normal department.

Prof. W. R. White was the first principal of the Normal School, and was consequently superintendent of the public schools for one year and part of another. He was succeeded by Prof. J. C. Gilchrist, who held the place for one year. Dr. J. G. Blair was then selected for the position, and had control of the schools until the close of the term in 1875, when Prof. J. W. May was chosen principal of the public schools alone for the term of 1875-76.

In the fall of 1876 Prof. Thos. C. Miller was chosen principal of the schools, and he continued in the position until 1893. Prof. Miller was connected with the schools as teacher and principal for twenty-two years, and under his supervision the foundations for the present system were laid.

In 1872 the large front building at the corner of Adams and Quincy streets was erected, and this was occupied jointly by the Normal and public schools until March, 1893, when the Normal School was moved to the new building on the South Side, erected for its use by the State. Under the provisions of an act of the Legislature passed in 1891, the Board of Regents of the Normal School was authorized to sell the State's interest in the old building to the Fairmont Independent District for the sum of \$15,000, which transaction was completed on March 2nd, 1892, the district having issued bonds for the sum necessary to make the purchase.



FOURTH WARD BUILDING, FAIRMONT

In the fall of 1893 Dr. W. R. White was again chosen as principal of the schools, but in the second month of the term he was removed by death, and Prof. J. S. Stewart was elected to fill the position for the remainder of the year. At the opening of the schools in the school year 1894-95, Prof. J. C. Gwynn was elected as superintendent of all the public schools in the Fairmont Independent District, which position he filled until the close of the school year 1896-97. In July, 1897, Prof. C. W. Evans was elected superintendent to succeed Mr. Gwynn, who resigned to accept the principalship of the Madison school, in Wheeling. In the summer of 1900 Joseph Rosier, the present superintendent, was elected to the position.

In the fall of 1899 the handsome new building in the Fourth Ward, South Side, was completed for school use. The equipment of the district in buildings is as follows: Main building, corner of Adams and Quincy streets, 16 rooms; South Side building, Fourth street, 8 rooms; Fleming School, Fairmont Avenue, 3 rooms; West Fairmont, Locust Avenue, 2 rooms; Barnesville, 2 rooms; Colored School, Porter Place, 4 rooms; besides one room rented for school purposes. A site for a new building in the Fifth Ward has been purchased, and a modern building of eight rooms will be erected there the coming summer. It is also expected that a new High School building will be erected in the next year or two.

Since the graduating system was established in the High School in 1880, one hundred and sixty-five young men and women have completed the course, and are now filling useful and responsible positions in society, or pursuing higher courses of study in colleges and universities.

The principals to whom credit is due for the success and efficiency of the High School, are Miss Sarah Meredith, Prof. E. E. Mercer, and Prof. T. J. Humphrey, the present principal.

The High School course of study is arranged to cover a period of four years, and the elective system is permitted to a limited extent. There are sixty courses offered—course in this connection meaning one term of twelve weeks in a single subject with five recitations per week. The work offered is as follows: English, 6 courses; Literature, 6 courses; Arithmetic, 3 courses; Algebra, 6 courses; Geometry, 4 courses; Book-keeping, 3 courses; History, 6 courses; Latin, 9 courses; Physical Geography, 2 courses; Botany, 2 courses; Zoology, 2 courses; Physics, 2 courses; Civics, 2 courses; Political Economy, 1 course; German, 3 courses; French, 3 courses. The completion of fifty courses is required for graduation, thirty-six of which are prescribed, and fourteen of which are to be chosen from the remaining twenty-four courses. The following courses are prescribed: English, 6 courses; Literature, 3 courses; Arithmetic, 3 courses; Algebra, 6 courses; Latin, 6 courses; Physics, 2 courses; Physical Geography, 2 courses; History, 3 courses; Civics, 2 courses; and Geometry, 3 courses. The High School is on the accredited list of the State University, and its work is accepted for admission to many other institutions of higher learning. For those who do not go to higher institutions, the High School offers an excellent preparation for life.

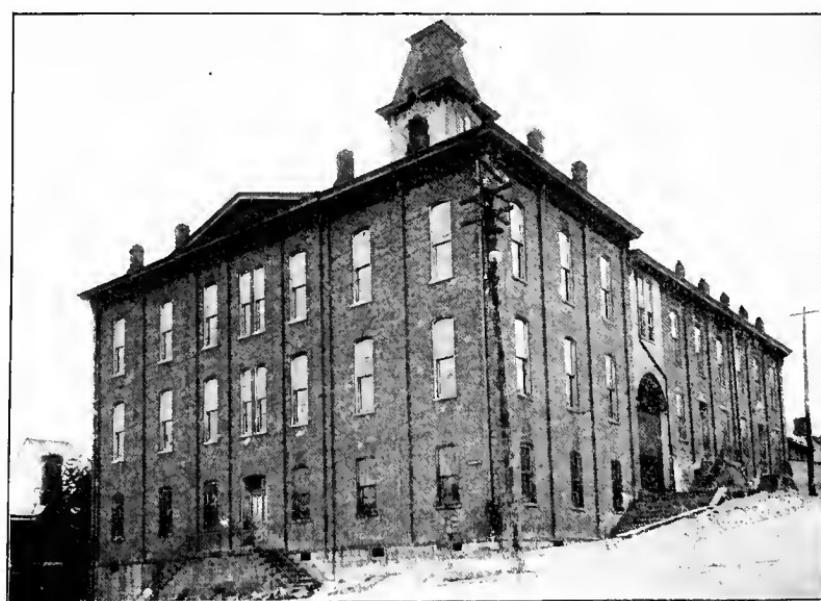
The elementary school course covers a period of eight years, and the aim is to make it thorough and practical by inculcating habits of regu-

larity, punctuality, obedience, neatness, and accuracy in work. The subjects in the elementary course are Reading, Orthography, Drawing, Writing, Arithmetic, Language, Grammar, Geography, United States History, Mental Arithmetic, State History, Civil Government, Physiology, and Vocal Music.

The total enrollment for the year will be about 1,425, of which 101 are enrolled in the High School, and 1,324 in the elementary schools. This shows that the school enrollment in the last ten years has more than doubled, as there were 700 pupils enrolled in 1893. The enumeration in 1892 was 845, and last year it had increased to 1823.

Excellent progress has been made in providing libraries for the schools. Within the past two years an aggregate sum of \$625 has been expended for this purpose, this sum having been raised, excepting a small appropriation by the Board, by means of public entertainments. The High School library contains 1,050 volumes of well-selected books, while the libraries for the elementary schools contain about 1,000 volumes. These libraries are in charge of the teachers, and books are given out to the pupils in such a way as to supplement the work in the different subjects studied, and to arouse a permanent interest in good literature.

In school room decoration, work of permanent value has been done in the past year. Reproductions of the masterpieces in art and sculpture to the value of five hundred dollars have been hung on the walls of the rooms in the different buildings. The presence of these works of art has



MAIN BUILDING, FAIRMONT

stimulated an interest in the great paintings of the world, while a perceptible improvement in the personal appearance, neatness and order among the children can be observed.

Two traveling art exhibits were held within the year, and from the receipts of these exhibits, and the donations of public spirited citizens the above result was attained.

The Board of Education is now composed of the following named gentlemen: E. M. Showalter, President; M. J. Lantz, O. S. McKinney, Commissioners; T. W. Boydston, Secretary.

The following is a list of the teaching force now employed in the schools:

Joseph Rosier, Superintendent.

T. J. Humphrey, Principal High School.

Jennie M. Fleming, Assistant High School.

Laura Lewis, Assistant High School.

Grace Brahm, Assistant High School.

Jeannette Carter, Assistant High School.

E. A. Hunt, Principal Second Ward School.

Agnes Connolly, Seventh Grade.

Ivy Schriver, Sixth Grade.

Amy Eliason, Fifth Grade.

Clara Reinheimer, Fourth Grade.

Eva Brand, Third Grade.

Bessie Clayton, Second Grade.

Sara Morgan, First Grade.

P. Y. Debolt, Principal South Side School.

Belle C. Wilderman, Seventh Grade.

Georgia Staats, Sixth Grade.

Alice Neale, Fifth Grade.

Helen Fleming, Fourth Grade.

Jeannette Lake, Third, Grade.

Evelyn Prickett, Second Grade.

Ida Amos, First Grade.

W. A. Crowl, Principal Fleming School.

Mrs. C. H. Hayhurst, Third, Fourth and Fifth Grades.

Susie Humphrey, First and Second Grades.

A. J. Kern, Principal West Fairmont School.

Minnie Bunner, First, Second and Third Grades.

Cora Kinhead, Principal Barnesville School.

Ella Patmon, First and Second Grades.

Clara Reinheimer, Jackson Addition School.

E. L. Morton, Principal Colored School.

Mary Jordan, First and Second Grades.

Florence Brobst, Teacher Vocal Music.

The Public Schools of Piedmont

BY SUPERINTENDENT C. R. MURRAY

The early part of the history of the Piedmont schools is inseparably connected with the history of school affairs in the county, and even more closely with that of the older town that occupies the encircling Maryland hills on the other side of the Potomac. With Westernport it is particularly close, for in the earlier days of the town, and even back in the times when there was no town, there were no educational opportunities at all to be found on the Virginia side and such children as received any schooling got it in the private schools that were usually maintained over in Maryland.

These were for the most part what were called the "old field" schools—"old field" because they were apt to be placed in any old field that was so worn out or otherwise useless that it could not possibly be put to any other civilized use, and for that reason was expected to make a good breeding ground for brains and hatchery for culture. Similes or comparisons based on the likeness too often existing between the sterility of the school and that of the ground on which it was placed are too obvious to be either necessary or useful. Yet, to a very great extent, such were the ordinary schools in the days before the war throughout the great Southland; and, what is still more strange there were many of these schools that produced some pedagogical results that were quite wholesome and sound. Perhaps this was as much due to the fact that there are some of the laws of mental development in the healthy child so strongly fixed as to refuse to be perverted as it is to any fact that could be alleged in favor of the "schoolmasters" who then held sway; also with the additional fact that the school courses were not so overloaded with subjects as they are apt to become now.

Many of these "masters" were from the North,—New England and elsewhere—and it is far from likely that they represented the choicest results of Yankee culture and scholarship. Cream is not the only essence that has a tendency to rise; scum and froth have an equally strong disposition to do the same; and the latter have an even more marked propensity to overflow and seek new levels. So it is to be feared that in at least some instances, the Yankee school teachers were impelled to come to the South by their own individual inferiority as compared with some of their fellow-craftsmen in the North and a shrewd opinion that the relatively lower educational status to be found south of Mason and Dixon's line would offer them superior opportunities for the pursuit of their profession.

Many persons who attended these schools have funds of interesting anecdotes illustrating the peculiarities of this or that one of the schoolmasters under whom their young ideas began to shoot. The master was a real autocrat. His pupils paid a tuition of from one dollar to one dollar and a half per month. There was usually little or no competition so that fear of a pupil's quitting did not act as a very strong deterrent. Then the

master's authority and responsibility extended, not merely in theory but in actual fact, from the time that a child left its parental domicile in the morning until his shadow again darkened its threshold at evening; and "good discipline," which meant pretty straight and prim conduct both on the streets and in the school, was the one cardinal, never failing test of the master's success.

And so he might even be a despot—a tyrant. Floggings were numerous and severe; but other means were often used. Although the Constitution of the United States enjoins the ordinary civil authorities from using "cruel and unusual" punishments in the maintenance of justice and good order, no such limitation was ever put to the powers of the head of the old field school. It is said that one of these teachers had a log chain with lock and key and with it he would manacle some unlucky culprit until he would repent of his sins. The master lived across the way, and solitary confinement in his calf pen outside, or in the attic inside, was another favorite means to the same end. He was known to prepare a decoction of bitter herbs which was forced down the throat of some recalcitrant boy, evidently trying to attack his conscience by the internal route—perhaps in a slightly varying application of the old theory concerning the nearest way to the heart of boys of larger growth. One law-breaker was made to keep up a feather in the air by blowing under it with his mouth. A neighboring minister also was considered such an authority on the problem of unregenerate human nature that he was sometimes called in for a solemn consultation upon the means to be employed in the case of some youth of unusual incorrigibility.

Neither the material equipment of the room nor the mental outfit of the teacher were such as would now be esteemed adequate for the work in hand. The seats used by the pupils were the same as those used by the church attendants during the regular meeting times of the Church. A hinged board ran along one side of the wall. When writing time came this was swung up, supported by props, and the children seated on puncheon seats cultivated proficiency in the noble art of wielding the pen. Apparatus in the modern sense of the term was very scarce.

In text books no discrimination was made between the beginning pupils and the advanced. Primary geographies, arithmetic, language books, were then unknown. The little child, who started some times as young as four years, was put into the same books—as soon as he could use books at all—with the oldest pupils. The teacher had taught twenty-five years throughout the South, and was a Connecticut Yankee. He could not take his pupils any further than the "Rule of Three" in the old Pike's Arithmetic. Up to Syntax was the limit of his travels in English Grammar. He once honestly told one of his patrons whose child had gone to him some three or four years that he could not fairly charge for sending the child any longer, because he could not take him on any longer excursions into the fields of knowledge than the child had already gone. Reading was taught by laying great emphasis on two things the first was to make very carefully proportioned pauses at the punctuation marks; the other to read in a voice as strong and loud as it could possibly be made. Where all

pupils studied "out loud," however, this latter arrangement has somewhat the more of reason. Oftentimes in the evening the geography class was taken around to the neighbors that the parents might be given satisfying evidence of the pupils' amazing proficiency in that science—which proficiency consisted of a rote knowledge, word for word—of the answers to certain lists of set questions given in the book, and in some cases the knowledge extended to the questions themselves, which could be repeated in order as they came without a break.

Sessions were long and holidays rare. The coming of the first pupil generally marked the beginning of the session; and in those days of early rising some of the pupils were sure to be on hand not later than 8 o'clock. Evening dismissal was at half past four. The master himself frequently shortened the wearisome length of his own daily confinement by taking a refreshing nap; but such indulgences were not for the scholars. School was held the year round except on the Fourth of July and in the holiday time between Christmas and New Years. The older or more advanced pupils all assisted in the instruction of the younger or less advanced, hearing them study and recite their lessons. Sometimes, on a pretty afternoon, the whole grove at the rear of the school house would be filled with classes, each under the care of a pupil-teacher, and the schoolmaster from the window exercised a benevolent supervision over all. Verily, the "training classes" of our normal schools to-day are no new thing.

Such is a fair picture of one of the old-time schools of Westernport as described by those who attended it, and is given here because it was in this one and in others that it fairly typifies, that the children of Piedmont and of the South, in times gone by, got their early education.

The town of Piedmont was founded about the year 1850, springing up very quickly after the arrival of the B. & O. R. R. There were, of course, no free schools in either Allegheny county, Maryland, or in Hampshire county, Virginia, in which Piedmont lay. Mrs. Jesse Bickford started a private school in her own home in 1852, but it could not stand the competition of the larger school of Mr. Warren across the river, and was soon discontinued. There was no other school of any permanence until 1856, when Miss Annie Ambrose, of New Hampshire, opened a school in the home of her aunt, Mrs. Bickford, a house then standing on the corner, but now back of the Methodist Episcopal church. The superiority of her methods, and those of Dr. Connor, a graduate of Dickinson College, who started a school for higher studies in Westernport about 1858 or 1859, sounded the knell of the old field schoolmasters, who had so long held sway. As an instance of her superiority to the old regime it may be mentioned that Miss Ambrose brought the best and latest text-books to be had, and especially that she brought the first primary books ever brought into the community. Mr. Nathaniel Ambrose followed his sister in the school begun by her, and some persons so much appreciated the opportunity then offered as to take up some such higher work as Latin and Algebra. A great many persons either could or would not send their children to the private schools just referred to; the result was that the attention of the

teachers was concentrated upon a few children and these received really excellent instruction.

The influences of the Civil War worked in various ways to break up and prevent the private schools and the history of education throughout that stormy period is almost entirely a blank. Mr. O'Gorman taught about this time, in a school held in a basement of the old Presbyterian church that once stood where the Davis School now stands. A Miss Mary Jarboe, —afterwards Mrs. Carless—taught on the Piedmont hill, though the dates of this are lacking. Even information concerning the establishment of the public schools, and their history up to a comparatively recent time, can not be found in any detailed, accurate, and well-authenticated form; for the official records,—although there is ample evidence that they were kept in the best possible manner—have become lost.

In the late sixties Mineral county was separated from the mother county and was given its own organization. Mr. Thomas P. Adams was elected as the first County Superintendent of Free Schools. He appointed Boards of Education in the various districts. Their task was a hard one. There were neither school-houses nor school districts, nor money, nor teachers, nor books. There was no great sentiment in favor of free schools and there was a great deal of sentiment against them. For Piedmont District, which was, at that time, called Mt. Carbon District, it seems that the first Board of Education appointed by Mr. Adams was as follows: Wm. Knight, President; Emil Nefflin, K. S. Jones, J. T. Blakiston, Jas. A. Burris, all of whom were good friends of popular education. Mr. Nefflin later became President of the Board and served from his appointment in 1868 until 1893—in all, twenty-five years.

One of the first schools after the war was in a building originally a market-house, standing where the Town Hall now stands, which was remodeled into a school-house and in which Mr. N. M. Ambrose was Principal and Mrs. Jennie Nesbit assistant. The cause of free education steadily grew in influence and strength; but even the names of principals, teachers, and Members of the Board of Education, who by their labors contributed to this growth, are in a great many instances—owing to the loss of the records above referred to—no longer to be found. In 1871 Mr. Nefflin was able to secure an allotment of \$300.00 from the Peabody Fund, which was allowed annually thereafter for several years until the fund was diverted to the support of the State University and other uses by act of the Legislature. It seems that this was the only district of the county that was ever able to secure this Peabody grant.

Mr. Wm. O'Gorman, referred to above, was one of the early principals of the public schools. He also taught the school at the Junction for a long while. Miss Lizzie Russell, who taught in both public and private schools, is worthy to be mentioned here by virtue of her later career. She became a missionary in Japan, and founded there a girls' school, which later developed into a college with branches over the kingdom. May, Wilson, Van Horn, Purinton, are the names given by various persons as having been principals of the public schools at different times during the seventies. From 1883 till 1887 the position was held by Mr.

John Newlon, now of Pruntytown. Mr. David Arnold, now of Elk Garden, succeeded, and held the place one year. Mr. D. W. Shields, from Ohio, held the position one year also, going from here to Keyser, where he remained some years. Mr. R. M. Collins was the next principal (1889-1891). Mr. Collins is now at Davis. He was succeeded by our worthy townsman, Mr. W. M. Foulk, whose administration of the affairs of the school was for many reasons a notable one, and who held the position for twelve years, only resigning it to take up another responsible and more remunerative position. Among the assistant principals that deserve mention in any account of the schools have been Messrs. Wolverton, Grimm, Bunner, Tapp, Richardson, Hahn, Sanders, and others, of whom, perhaps, Mr. H. S. Richardson is the only one that is now a citizen of the town.

The names of what is said to have been the first Board of Education have been already given. The presidents of the Board, besides the two there named, have been P. S. Hyde, J. C. Kuhnly, H. C. Thrush, and D. E. Parke, the latter of whom together with Judge John H. Keller and Mr. Newcomb constitute the Board of Education at present. Among the many citizens who have served on the Board Mr. Henry Kight is deserving of mention for long and honorable service. The present Secretary is Mr. D. Ross Metzger, who was preceded in that position by Mr. Tom F. Kenny. The present high standing and splendid condition of the schools bear ample testimony to the fact that the District has had excellent men on the Board of Education; and the present Board, to those who are acquainted with it, needs no commendation on the score of faithful, diligent, and enlightened devotion to the interests of the public schools.

The building referred to before and sometimes known as the Fredlock school was for many years the principal school house, another school of two or three rooms called the Adjunct school standing on the west corner opposite from where the Davis School now stands. In 1883 the Hill school was built for persons living in that part of the town and the Adjunct school was soon discontinued. The Hill school is the one now used as the Colored school. The school at the West Virginia Junction is in the same system as the Piedmont schools, all being under the control of the Board of Education of Piedmont District. The building has three rooms and was erected about 1892, the previous building having been destroyed by fire. One of the most notable things in the educational history was the gift of the Davis school building, in 1890. United States Senator Henry G. Davis, who had lived and done business in the town for twenty-five or thirty years, seeing the need of better educational facilities and realizing that the town was not in a good condition to raise the money by taxation, built and gave to the town the fine structure that bears his name, thus giving lasting evidence of his generosity and his interest in the cause of popular education.

Since that time the schools have moved to a constantly higher standard of usefulness under the administration of Principal Foulk. One of the things accomplished was the establishment of the nine months term.

Another was the formation of a regular high school course. The first commencement of the High School was held in 1892, and since then seventeen young men and forty-two young ladies have finished its work and gone out to take positions of usefulness in active life. By a constant strengthening of the course of study the High School has been raised to the rank of an accredited school to the State University, which is one of the best possible evidences of the strength and thoroughness of its courses and instruction.

The list of teachers of Piedmont District at present is as follows:

Davis Free School.—Principal, Mr. C. R. Murray; Assistant in High School, Miss Nan K. Hepburn; Vice Principal, Mr. Floyd T. Holden; room No. 4. Miss Kate Murphy; room No. 3, Miss Alice Welton; room No. 2, Miss Florence Renshaw; room No. 1, Miss Mamie Faherty.

West Virginia Junction School.—Principal, Mr. E. H. Offner; Intermediate room, Miss Alice Hartley; Primary room, Miss Clara Renshaw;

Colored School.—Mr. J. W. Martin.

Many of these teachers have done long service and all have done faithful and efficient service. Each one is without doubt working with his fullest powers for the advancement of the pupils, and the interests of the schools and the town at large. It is among the present aims in the management of the Davis Free School to provide it with adequate library facilities. The movement has been but lately begun, but it has the cordial support of the teachers, the school authorities, and of the citizens of the town in general, and bids fair to be very successful.

The Public Schools of Buckhannon

BY SUPT. U. I. JENKINS

Any history of the educational development of this town, so far as that history may relate to the Public Schools only, must be somewhat indefinite, since the records of all proceedings prior to 1881 were destroyed by fire. While the oldest citizens of the place can give much of interest and profit concerning the early schools, such information is not reliable enough for history. With this apology for his inaccuracies, the writer compiles those facts that seem to him most likely to interest the student of our educational progress.

In this town much attention was given to education before the organization of the public schools. In 1847 an act was passed by the General Assembly of Virginia, providing for the establishment of the Buckhannon Male and Female Academy. The school was opened soon after, and continued in operation until after the outbreak of the Civil War. The school building stood a little way back from West Main street, not far from the present site of the Episcopalian Church. This Academy furnished many teachers to Upshur and other counties, and laid the foundation for the higher school with which the town is now blessed. Ex-Mayor T. G.

Farnsworth, present member of the Board of Education of this town, was a student there, and later a member of the Board of Directors.

The free school system went into operation here about 1865 or '66, soon after the suspension of work by the Academy. The first teacher was one Mr. Barren, who was given fifty dollars a month for his services. He was a man of scholastic attainments, and soon was able to command higher wages than the town could afford to give; so, his services were lost to to this people.

It is of interest to note that Senator D. D. T. Farnsworth, who has held almost every office in the gift of the people from that of school trustee to Lieutenant Governor, was the first school trustee. His interest and influence in education are shown by the fact that in the year 1878 he, supported by George Clark, Capt. A. M. Poundstone, Dr. G. A. Newlon and others, employed Miss Anna Galt, a college-bred woman from Virginia, to conduct a private school. This teacher prepared several students to enter Broaddus College at Clarksburg, W. Va. Senator Farnsworth also served eighteen years as regent of the West Virginia University.

Among the early teachers of note were Captain Gould, now of the Territory of Alaska; Senator R. F. Kidd, for a long time one of the most enthusiastic and most successful teachers in this part of the State, and now a lawyer of Glenville, W. Va.; Col. George R. Latham, later a Minister of the United States to Australia, now a citizen of the town.

To dwell further upon the early history of our schools would be to



"ACADEMY" SCHOOL, BUCKHANNON

repeat what is, substantially, the history of every school. Differences of names does not essentially make difference of history. No strong personalities come upon the scene to leave the impress of their characters. No evolution in education, or change in administration of school affairs comes to develop here a system of schools peculiarly strong or unique, or in any way different from ordinary schools. So, we pass from the time when we rely upon memory, to the days of authentic records.

In 1881, J. O. Stevens and three assistants were chosen to teach in the public schools, and Principal Stevens remained two years. At the end of that time he resigned to take the principalship of the Normal and Classical Academy, a denominational school which was opened in the town in 1883 (?). He was succeeded by E. O. Hall, and he by T. E. Hodges. Following him in the order named were E. C. Ravenscraft, J. F. Ogden, C. W. Milam, F. H. Crago, W. R. White, H. A. Darnall, F. F. Farnsworth, and U. I. Jenkins.

Further personal mention of some of these superintendents may be of interest. E. C. Ravenscraft was the first to grade the schools of the town, and introduce a course of study. J. F. Ogden spent the last years of his life in teaching in the West Virginia Conference Seminary at this place. F. H. Crago has for years been one of the principals in the Wheeling city schools. W. R. White was first State Superintendent of Free Schools in this State, and first principal of the Fairmont Normal School.

To give even a brief biography of these distinguished men would be foreign to the purpose of this article; and, much as the writer would like to dwell upon their influence and achievements, he must forego the pleasure in order that he may dwell further upon that which more vitally concerns our own progress as a public school.

Whatever advancement has been made by a change of principals or superintendents, that advancement has not been due to increased salaries. An examination of the county records reveals the fact that the teachers in the "grades" of our town schools are receiving the same salary today as was paid, on an average, to teachers who taught in this county the first year of the organization of free schools in this part of the State.

Available records of the town show that, between 1881 and 1891, four different principals received \$75.00 a month, one received \$85.00, two received \$95.00, and only one received as little as \$65.00. In 1891 F. H. Crago received \$120.00, and W. R. White received \$100.00 in 1892. At no time since, until the present year, has more than \$75.00 been paid, and once only \$70.00.

According to the best information obtainable, the public schools of the town were opened in a part of the building now occupied by the High School department. A lot costing \$500.00 was purchased from Senator D. D. T. Farnsworth, and on it was erected a substantial four-room building. In 1884 the building was remodeled and enlarged to eight rooms. It has frequently undergone repairs and refurnishing, so that many thousands of dollars have been put into it. In 1894 or '95 a building of two rooms was erected in the southern part of town and was used for the

white children until 1897. Since that time it has been used for the colored children.

The year 1897 marks one of the greatest achievements on the part of the local board. At that time the West Virginia Normal and Classic Academy, sometimes known as Union College, was sold for debt. Our Board, composed of Dr. T. G. Farnsworth, A. M. Liggett, and C. A. Bailey, acting upon Jeffersonian principles of statesmanship, purchased this property for the small sum of five thousand dollars. Although they felt that they had "stretched their power until it cracked" by creating a debt for such a purpose, they nevertheless felt it a great opportunity thus to provide for the future. So progressive and so statesmanlike was their action in this matter, that no one ever called it in question; and today we are in possession of a good ten-room building, and as beautiful a campus as nature could provide. Well may it be said of them twenty years hence, "that they builded better than they knew." There are many reasons why we may believe that, within a year or two, the Board will provide a modern school building. While we have fared reasonably well during the past, public sentiment is rapidly growing in favor of better accommodations, and doubtless they will soon be provided.

Although the town has, as citizens, a large number of distinguished educators prominent in this State, no effort has ever been made to secure them as members of the Board of Education; but representative business men have never been wanting. At present the Board is composed of J. M. Chidester, assistant postmaster; Sanford Graham, assistant bank cashier; Dr. T. G. Farnsworth, ex-Mayor. It is to such men that we owe the possession of valuable property.

During the last several years the board has been employing a man to act in the capacity of superintendent, and he has been discharging the duties of one; but according to existing laws for this independent district, the Board has no such authority. A new charter will be sought at the next session of our Legislature, and, if granted, it will prove of great service to those who labor under it. The course of study has been changed from time to time, until now it includes the average work done by primary, intermediate, and grammar department, and three years of High School work.

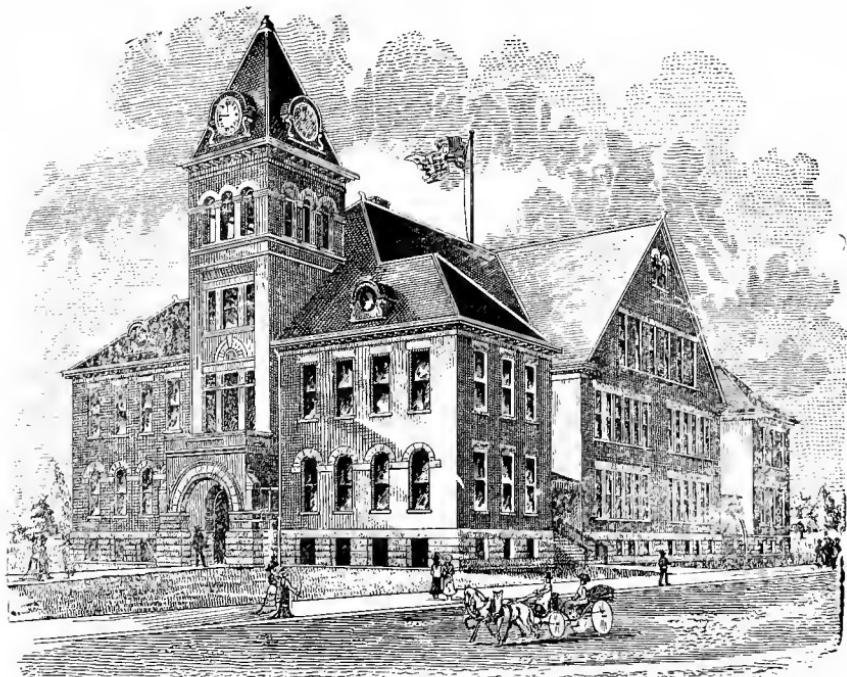
In most things, our tendency is decidedly upward. The location of the Seminary here has made it impossible to keep in the public school, until they graduate, some pupils who otherwise would remain; on the other hand, this higher institution of learning has given such an inspiration for better things, and has given us so many excellent teachers that, on the whole, it has been very helpful to the public schools. It has been estimated that four-fifths of the public school graduates enter the Seminary. It is very probable that all of this year's class (nine) will enter that school next year.

Magnolia High School, New Martinsville

BY SUPT. B. G. MOORE

At an election held August, 1879, in New Martinsville, pursuant to Sec. 24, ch. 123, Acts 1872-3, Magnolia High School was authorized, by the people, with but three dissenting votes. As contemplated in the school law this High School was for the use and benefit of all higher grade scholars of Magnolia District, but its consummation was brought about by the demand of one sub-district, No. 5, New Martinsville. Previous to the year 1877 the successive boards of education were mostly composed of out of town members and it happened that they neglected the town schools, or rather put all schools of the district under one classification. This was not satisfactory to the citizens of the town and they were clamoring for advanced school privileges. These differences in the year 1877 crystalized into a contest at the polls and the town succeeded in electing a board favorable to an improvement in the town school capacity.

At the August school election in 1877 a board was elected composed of W. McG. Hall, President, and Levi Tucker and Felix Abersold, Com-



MAGNOLIA HIGH SCHOOL

missioners. This board, in a preliminary way and without additional levy, organized graded schools for the town of New Martinsville giving advanced wages to a principal and possibly other teachers and graded the schools from the years 1877 to 1880. The citizens of the town were demanding an independent district, but being in the minority and other reasons present compelled the board to select some other means of establishing good schools. In lieu of an independent district for the town, the board conceived the idea that a high school under the law would inure largely to the benefit of its local habitat and took steps to establish one. The years 1877-8 were lost for the reason of the failure of the sheriff and the consequent tying up of the board's funds in his hands. In August, 1879, another election time came around and a board was again elected favorable to a high school, this time composed of five members, W. McG. Hall, President, Levi Tucker, Felix Abersold, P. Rothlesberger and J. B. Burch.

Immediately after the election of 1879 the present High School site was purchased with money on hands. The board recognized that on account of the large expense necessary to establish the High School and keep it running that the available funds under the levies possible at that time were not sufficient. A building of sufficient size and several additional teachers were needed. Two members of the board were out of town members, but with the three town members, recognizing the needs, assisted in sustaining the plans for the High School and thus brought unity of action throughout the whole district. The August, 1879, election, having authorized the High School, gave added levying power to the board of education. The board made its levy to the limit of the building fund and high school fund then ordered and thereby accumulated money in advance. At the opening of the year 1880 the board obtained plans largely by consultation with State Superintendent Pendleton. To lessen the cost of the building the contractor was permitted to burn the bricks from clay obtained from the lot and on the lot. It happened that the building was not finished until the early summer of 1881, and it also happened that the town was short of schools for the winter of 1880-81.

The first teacher employed as principal by the board was Prof. D. T. Williams, but because of delay in finishing the building and the inability to open the schools on time, Prof. Williams obtained employment elsewhere. When the time came to open the High School application was made to State Superintendent Butcher to furnish us a principal and he sent to us the very acceptable Prof. A. F. Wilmoth, of Randolph county, Mr. Wilmoth organized the school with a corps of five teachers.

Prof. Wilmoth associated with the President of the board and one patron of the school constructed an outline course of study looking forward to regular graduation of pupils. This course of study gave to the pupils three years in what was classed as the grammar department and three years in the High School department. Completion of this course entitled scholars to diplomas. There were no graduates for some four or five years as the course of study required maturing and the irregularity of the standing of students needed better uniformity. When the time ar-

rived that pupils were completing the courses graduating exercises were had and continued to this time.

The purpose of the board in establishing a High School was the well known object found in many states. All the sub-districts throughout the district were given to understand that upon an examination for entry in the grammar department and High School department of the Magnolia High School a satisfactory proficiency being shown, they were entitled to entry into the High School. Many pupils throughout the district have taken advantage of this provision and attended the High School. After it was understood there was never any trouble and very little opposition to the High School. All schools throughout the district support it and it has been satisfactory.

The following persons have served as principal of the school: A. F. Wilmoth, S. B. Hall, S. W. Martin, F. Burley, E. E. Umstead, J. N. Vancamp, W. W. Cline, J. M. Skinner, D. W. Shields, 1891-4; W. E. Maple, 1895; D. W. Shields, 1896-7; B. H. Hall, 1898-9; W. J. Postlethwait, 1900-2; B. G. Moore, 1902-4.

The corps of teachers for the year 1904:

1. B. G. Moore, Superintendent and Principal.
2. W. W. Trent, 1st Assistant Principal.
3. C. S. Farmer, 2nd Assistant Principal.
4. Teresa Gibbons, Teacher.
5. J. H. Gorby, Teacher.
6. Ina Barnes, Teacher.
7. Emma Deiterich, Teacher.
8. Effie Steepleton, Teacher.
9. Kate Moore, Teacher.
10. Edyth Stephens, Teacher.
11. Lucy Briggs.
12. Lottie Bruce,
13. Mary Burlingame.
14. Lida Davis.
15. Nellie Lindsey.
16. L. W. Dulaney.
17. Alice Dougherty.
18. E. T. Shingleton.

The following are the names of the Board of Education for the year 1904: E. B. Snodgrass, President; J. J. Rothlesberger, M. B. Potts, Commissioners; L. J. Williams, Secretary.

Shepherdstown Public School

BY CHAS. T. SMOOTZ, PRINCIPAL

Jefferson County was the first county in the State to establish the

Free School System, and Shepherdstown one of the first to introduce schools.

About 1846 or 1847 the town was divided into two districts, known as Shepherd and Potomac, and a school was located in each.

The schools were continued under this system until 1881. At this time the patrons decided to establish a Graded School. Through the efforts of Hon. Geo. M. Beltzhoover, who was authorized by the Board of Education of the two districts, the old stone building, which had been used as a jail, while the County Seat was located here, was purchased from the county.

The building was remodeled, fitted up and the Graded School opened in the fall of 1881, with four teachers. This building continued to be used until 1900. The enrollment increasing from year to year, the present board decided to erect a new and more commodious building.

The present building is large and commodious, containing ten rooms and fitted with all modern improvements.



SHEPHERDSTOWN PUBLIC SCHOOL

History of the Charleston Schools

BY SUPT. GEO. S. LAIDLEY

The free schools of Charleston were organized in the fall of 1864, the year following the admission of the State into the Union. The first school for white children was taught by Mr. J. T. Brodt. In the same year a school for colored youth was organized, taught by Miss Olive Sparrow. These schools were very small and poorly patronized. The buildings used were wholly unsuited to school purposes. The first school was taught in the basement of the Methodist Church, and as late as 1868 the best accommodation for schools was a rickety frame building, scarcely fit for a stable.

In this year the Board of Education, composed of progressive men, determined to secure a better building. They met with much opposition, but were eventually successful in carrying out their intention. They erected the Union School, a two-story building situated on State street, then the center of the town. When completed the building could accommodate about three hundred pupils. All the white schools of the city were then consolidated in the new building.

In 1871 by an act of the Legislature, the control of the city schools was given to the city council. It remained thus for ten years, when it was again transferred to a city Board of Education. One of the most progressive principals of this period was Mr. S. H. Patrick, who had control of the schools from 1873 to 1878. During this time he drew up a uniform course of study,—the first standard adopted for grading the schools.

In 1878 Mr. George S. Laidley was appointed principal. With the exception of the years 1881-1883 he has held the position continuously till the present time. There is little to be said of the history of the schools from 1883 to 1885, except that they continued to grow in enrollment and in adaptation to the needs of the town. The uninteresting character of the annals of this period is an indication of the prosperity of the schools.

There was a notable progress in one direction during this period. The school buildings at present in use,—Mercer, Union and Garnett—were built to replace the older structures, now grown inadequate for the increased population. All these buildings are of brick, and are furnished with modern appliances. Ample grounds around the schools afford the pupils an opportunity for outdoor sports.

In 1895 the towns on the northwest side of Elk river,—Glen Elk and West Charleston—were added to the city limits. At this time the school district was made co-extensive with the city.

Two new schools were opened in this part of the city, and a few years later the Lincoln school, a handsome brick building was erected a short distance below Elk river.

The limits of the city were further extended in 1897 by the addition of the territory formerly called Ruffner, which lies southeast of Charleston. This new district required an additional school of two teachers.

The growth of the High School in the last twenty years has also been substantial. In 1882 Mrs. Mary R. McGwigan was chosen principal, with Mrs. Coleman as assistant. Mrs. McGwigan still retains this position. In her years of devoted service to the young people of Charleston she has won the love and respect of the whole city. She has not only given her considerable intellectual powers to her work, but she has always had a deep interest in the moral and spiritual growth of the students under her care, and has exerted a strong influence for good over the young men and women of Charleston.

From its rudimentary beginnings the High School has grown until it now has an enrollment of 172 students under the care of seven teachers. The four years' course of study measures up to the standard of High Schools throughout the United States. The graduating class of this year has twenty members.

At the beginning of the current school year the High School moved into the building just completed, and used exclusively for High School purposes. It is a three-story brick building, and contains ten recitation rooms, besides an assembly hall, superintendent's office, library, gymnasiums for boys and girls, and chemical and physical laboratories.

In 1899 the Alumni Association of the Charleston High School was organized. Since that time yearly meetings have brought the graduates in touch with each other and with the school, and have thus added materially to the interest in the school.



HIGH SCHOOL, CHARLESTON

At the present time (1904) the Charleston schools occupy eight buildings, have an enrollment of 2909 pupils, and employ a superintendent and 72 teachers. The schools are directed by a Board of Education consisting of nine members. It is to the credit of Charleston as well as to the Board that its acts are determined wholly by the needs of the schools, and are in no wise affected by partisan considerations. The good feeling that exists between the Board of Education and the superintendent has made the latter a discretionary officer in a large field of school work.

MEMBERS OF THE BOARD OF EDUCATION OF CHARLESTON INDEPENDENT DISTRICT

1903-1905

J. E. Chamberlain, President

A. T. Cabell,	Val. Fruth,
L. Caperton,	M. Gilchrist,
R. B. Cassady,	A. G. Higginbotham,
D. T. Farley,	H. B. Lewis.

W. O. Daum, Secretary.

TEACHERS OF CHARLESTON SCHOOLS

Geo. S. Laidley, Superintendent.

HIGH SCHOOL	UNION
Mrs. M. R. McGwigan, Principal,	Miss E. S. Walker, Principal,
Miss M. M. Patrick,	Miss L. Campbell,
Miss E. H. Hopper,	Miss E. C. Keely,
Miss D. M. Stromstadt,	Miss L. S. Tuxbury,
Miss M. L. Branch,	Miss E. J. Huffman,
Miss M. B. Fontaine,	Miss E. C. Brooks,
Rev. J. E. Kieffer.	Miss C. Hopkins,
MERCER	
Miss F. H. Merrill, Principal,	Miss F. S. Reynolds,
Miss I. B. Van Duyn,	Miss E. P. Withrow,
Miss E. B. Young,	Miss I. McGee,
Miss B. Michaelson,	Miss I. G. Lee,
Miss E. V. Brown,	Miss A. Tormen,
Miss H. M. Keely,	Miss J. W. Hutchinson,
Miss J. L. Staunton,	Miss H. C. Easley,
Miss P. E. Blake,	Miss M. B. Jefferds,
Miss M. E. Craig,	Miss K. E. Joachim,
Miss G. Dickerson,	Miss R. A. Davis,
Miss A. B. Dashiell,	Mrs. G. M. Reynolds,
Miss S. C. Hodge,	Miss B. K. Starke.
Miss W. V. Mitchell,	
Miss M. O. Walker.	

LINCOLN

Miss M. A. Rust, Principal,
 Miss H. B. Smith,
 Miss E. B. Cunningham,
 Miss L. V. Morgan,
 Miss F. E. Dick,
 Mrs. M. G. Slack,
 Miss M. N. Stalnaker,
 Miss K. Horn,
 Miss H. Horn,
 Miss J. F. Hayslip,
 Mrs. M. P. Leete.

RUFFNER

Miss G. A. Gibbons, Principal,
 Miss M. F. Gibbons,
 Miss O. M. Wildman.

ELK

Miss M. J. Leisure, principal,
 Miss R. Hopkins,
 Mrs. K. N. Bower,
 Miss L. H. Swindler.

GARNETT (COL.)

Mr. H. B. Rice, Principal,
 Mr. C. W. Boyd,
 Miss M. J. Rice,
 Mr. J. F. J. Clark,
 Miss L. C. Meadows,
 Miss R. I. Bullard,
 Miss R. A. Wilson,
 Mr. L. C. Farrar,
 Miss F. C. Cobh.

WASHINGTON (COL.)

Mr. G. L. Cuzzens, Principal,
 Miss R. E. Bond,
 Miss J. L. Seams.

SCHOOL BUILDINGS OCCUPIED

Name	Date of Erection	No. of Rooms	Cost of Building	Material
High School	1903	15	\$40,000	Brick and Stone
Lincoln	1898	10	25,000	Brick
Merger	1889	16	35,000	Brick
Union.....	1892	21	50,000	Brick
Garnett	1890	8	10,000	Brick
Ruffner.	*	4	2,000	Frame
Elk	*	4	2,000	Frame
Washington.....	1902	4	4,500	Brick

* These buildings were in use when the city acquired the new territory of Glen Elk and Ruffner.

PRINCIPALS OR SUPERINTENDENTS OF CHARLESTON SCHOOLS

J. T. Brodt, 1864-1865.
 Prof. Steele, 1866.
 C. P. Snyder, 1866-1870.
 Smart and Tingley, 1870-1871.
 Maj. Rudd, 1871.
 A. B. Jones, 1871-1872.
 John Doddridge, 1872-1873.
 S. H. Patrick, 1873-1878.
 Geo. S. Laidley, 1878-1881.
 Chas. Smart, 1881-1883.
 Geo. S. Laidley, 1883-present time.
 Present school population, (1903), 3984.
 Present school enrollment, (1903), 2909.

Parkersburg Public Schools

BY U. S. FLEMING, SUPERINTENDENT

SCHOOL BUILDINGS

In the constitution of West Virginia this very short paragraph about free schools will be found: "The Legislature shall provide by general law for a thorough and efficient system of free schools."

The Legislature passed a general law in the fall of 1863, and in 1864 Parkersburg opened its first public school in what was then the Baptist church, at the corner of Ann and Sixth streets. Three or four other buildings were rented in convenient places and thus the free public school system had its beginning in this city.

In 1865 the old Franklin building was erected at the corner of Ninth and Juliana streets.

A newspaper published in Parkersburg April 16, 1867, had the following notice: "The new brick school house dedicated Thursday last in the Fifth ward is an honor to the city. It contains four rooms capable of seating 250 pupils. The work throughout the building is well done, and the painting and graining by Mr. Rice, the principal of the building, is very neat. The building cost \$6,000." This was the Washington building.

From one building in 1865 the number has increased until now



HIGH SCHOOL, PARKERSBURG

there are 18 buildings containing 82 school rooms. These buildings and grounds, according to the last report of the Board of Education are valued at \$400,000, and not one dollar of debt upon them, and the contract has been let for a 16-room building upon the Park grounds at a cost of about \$75,000. This will be paid without the issuing of bonds and shortly after the completion of the building. The Boards of Education that can equal this record are few.

The average levy, by which all buildings are erected, repairs made, fuel purchased and janitors paid, for the last ten years, has been less than 30 cents on the \$100 valuation; and the average levy for the teachers' fund during the same time, for the payment of teachers and the support of the new library, has been about 37 cents on the \$100 valuation.

Accompanying this article is a cut of our largest building—the High School, with its 22 rooms and spacious corridors, and elsewhere in the volume will be found a cut of our new Park School, with its 16 rooms and basement for manual training department.

Besides the rooms used for library and schools in the High School building are two rooms supplied with apparatus for chemical and physical science work. Last three months of the year are devoted by the science class to laboratory work. During the last year \$600 worth of paintings and statues have been placed in halls and rooms of High School.

BOARD OF EDUCATION

By a special act of the Legislature of 1882 the Board of Education was made to consist of five members—a president and four commissioners—the president and two members to be elected at the general election in November, to serve for four years beginning with the following January.

Two years after the president is elected two commissioners are elected for a term of four years; thus two commissioners are elected every two years and a president every four years.

The present Board of Education consists of James A. Bryan, president; J. H. Fischer, R. B. Taylor, Stephen Davidson and B. D. Gangwer. The secretary, who is not a member of the Board, is George D. Heaton.

Mr. Fischer has been a member since 1879; Mr. Taylor since 1882; Mr. Bryan since 1888; Mr. Davidson since 1901; and Mr. Gangwer entered the Board in 1903. Judge S. T. Stapleton was secretary from 1879 to 1900, being succeeded at the latter date by ex-Supt. W. M. Straus, and he in 1903 by George D. Heaton.

SUPERINTENDENTS

Rev. Mr. Falconer was probably the first superintendent (1873-4) of Parkersburg public schools, but his duties were scarcely more than those of a principal. From 1874 to the present time there have been but four superintendents—Mr. E. S. Cox, (1874-9); Mr. A. L. Purinton, (1879-1888); Mr. W. M. Straus, (1888-1898); and Mr. U. S. Fleming, (1898-to this date). No system of public schools could ever become an efficient one without careful supervision, so the work done by these four to grade the schools,

to revise the course of study to meet the needs of growth, to popularize the schools, and to direct the work of new and inexperienced teachers has been of great value in making the schools what they are.

TEACHERS

Among the many who have taught in the Parkersburg public schools none have rendered longer or more faithful service than Miss Lizzie Hinckley and Miss Mary Tavener, both of whom began teaching here in the '60's and are still in the work. The writer of this article is much indebted to Miss Hinckley for facts and dates in the early history of our schools.

The teachers of the Parkersburg High School are Supt. U. S. Fleming, (who teaches one class daily); H. L. Willis, principal, and the following assistants; Chas. L. Wilson, C. W. Boetticher, Miss Dora Rogers, Miss Rose Bosbury, Miss Laura Fowler, Miss Hortense Morris.

Other principals of the High School have been: Thomas J. Slattery, George K. Scott, John L. Steele, W. M. Straus, Frank Snyder, J. S. Cornwell, F. P. Ames, E. D. Albright, H. T. Upson.

The principals of the ward schools at this time comprise some of the best teachers the city has ever had:

A. B. Cummins, Jefferson School.

D. C. Tabler, Park School.

Miss Flora P. Cooper, Garfield School.

Miss Nannie Vinton, Franklin School.

Miss Rose Curry, Thirteenth Street School.

L. L. Headley, Willard School.

George Hall, Sand Plains School.

Mrs. Carrie Caldwell, Fairview No. 2 School.

Miss Louie Lowther, Beechwood School.

Miss Addie Burk, Riverside No. 1 School.

R. A. McPherson, Fairview No. 1 School.

Parkersburg has a special Board of Examiners for the examination of teachers consisting of Supt. Fleming, Principal Willis, of the High School, and Miss Flora P. Cooper, principal of the Garfield School. Three grades of certificates are granted—primary, grammar, and High School. Whenever a teacher makes a grade of 85 per cent in a study, examination upon that branch ceases. All primary and grammar teachers are examined in music. Certificates are renewed after 85 per cent has been made in all branches. Examinations are held each year in May.

During the ten years that Mr. Straus was superintendent the number of teachers increased from 37 to 58; and in six years of Mr. Fleming's supervision (1898-1904) from 58 to 80. The enrollment of children increased during the ten years, 1888-1898, from 1500 to 2500; and from 1898 to 1904 to more than 3600. The sum of money paid to the teachers each school term of 9 1-2 months now exceeds \$30,000.

GRADUATES

The first class to be graduated at a commencement and to receive diplomas was the class of 1877.

Since that date, and counting the class of 27 that will be graduated June 3, 1904, there have been 453 graduates. In the last five years 128 have received diplomas and many have entered higher institutions of learning.

Since 1903 the 12 years school course has been changed to make four years in the High School and eight years below it, instead of three and nine year divisions.

During the year 1903-4 the number of pupils enrolled in each class of the High School was as follows:

First year class, 88 girls, 64 boys.

Second year class, 54 girls, 30 boys.

Third year, or Junior class, 29 girls, 11 boys.

Fourth year, or Senior class, 24 girls, 5 boys.

Total enrolled in High School, 305.

PARKERSBURG HIGH SCHOOL COURSE OF STUDY

FIRST YEAR

LATIN COURSE

- 1 English Grammar (4½ mo.).
- Reading, Spelling.
- State History.
- 2 Mental and Written Arithmetic.
- 3 Algebra to Simple Ind. Equations.
- 4 Latin, First Year.

SCIENCE COURSE

- 1 English Grammar (4½ mo.).
- Reading, Spelling.
- State History.
- 2 Mental and Written Arithmetic.
- 3 Algebra to Simple Ind. Equations.
- 4 Physiology and Botany.

ENGLISH-COMMERCIAL COURSE

- 1 English Grammar (4½ mo.).
- Reading, Spelling, State History.
- 2 Mental and Written Arithmetic.
- 3 Algebra to Simple Ind. Equations.
- 4 Physiology and Botany.

SECOND YEAR

LATIN COURSE

- 1 Latin—Caesar.
- 2 Greek and Roman History.
- 3 Algebra (6 mo.) Plane Geometry (3 mo.).
- 4 Rhetoric, Composition and Literature.

SCIENCE COURSE

- 1 Physical Geography, Geology.
- 2 Greek and Roman History.
- 3 Algebra (6 mo.) Plane Geometry (3 mo.).
- 4 Rhetoric, Composition and Literature.

ENGLISH-COMMERCIAL COURSE

- 1 Commercial Geography, Book-keeping.
- 2 Greek and Roman History.
- 3 Algebra (6 mo.) Plane Geometry (3 mo.).
- 4 Rhetoric, Composition and Literature.

THIRD OR JUNIOR YEAR.

LATIN COURSE	SCIENCE COURSE
1 Latin—Cicero.	1 Physics.
2 Plane and Solid Geometry.	2 Plane and Solid Geometry.
3 Mediaeval and Modern History.	3 Mediaeval and Modern History.
4 German (first year).	4 German (first year).

ENGLISH-COMMERCIAL COURSE

- 1 Physics.
- 2 Plane and Solid Geometry.
- 3 Mediaeval and Modern History.
- 4 American Literature, History American Literature, Advanced Rhetoric.

FOURTH OR SENIOR YEAR.

LATIN COURSE	SCIENCE COURSE
1 Virgil.	1 Chemistry.
2 German (second year) or French (first year).	2 German (second year) or French (first year).
3 Elementry Psychology and Civics.	3 Elementry Psychology and Civics.
4 English Literature, History English Literature (college requirements).	4 English Literature, History English Literature (college requirements).

ENGLISH-COMMERCIAL COURSE

- 1 Chemistry.
- 2 Art of Teaching, General Review.
- 3 Elementary Psychology and Civics.
- 4 English Literature, History English Literature (college requirements).

LIBRARY

In order to secure money for the High School library an admission fee of ten cents has been charged for years at the annual commencement.

This proved inadequate to meet the needs of the school and the wants of the general public, so in February, 1900, Supt. Fleming, with Rev. Frank S. Townsend, ex-Supt. W. M. Straus and Miss Lizzie Hinckley were appointed a committee to select 1200 to 1500 new books to start a Hlgh School and Public Library. These were bought and within the year 1000 more. Miss Hilda Fischer had been appointed librarian, but she being unable to serve sent in her resignation in November 1902, and Miss Hilda Hemmerich was appointed librarian.

Mr. Dale D. Johnson was secured to catalogue the books on hand according to the Dewey decimal system. In April, 1903, the library was opened to the public and several hundred books added. At this time the library has become so crowded with the more than 4,000 books that Supt. Fleming has secured, by direction of the Board of Education, the promise of \$25,000 from Mr. Andrew Carnegie with which to erect a suitable library building.

COUNTY SKETCHES

Braxton County

BY E. B. DUFFIELD, SUPERINTENDENT

There seems to be no available data of the early educational work in Braxton county. About all the information obtainable, is the recollections of the oldest living citizens, which is very indefinite.

The county was formed in 1836. The first schools were what was known as "Subscription Schools." The school term was short, usually eight to ten weeks.

Instruction was given in spelling, reading, writing and arithmetic. The first pupil at school in the morning was the first to recite. Often there were as many classes as pupils.

The New Testament was often used as one of the reading books, and it is probable that our present efficient system of schools is due, in a measure, to having been built on this good foundation. The early teacher had no special fitness or training for his work. (There were then no lady teachers.) All the qualifications required were to be a "master," and to be able to "read, write and cipher."

In government, the moral nature of the child was never appealed to; the teacher relying alone on a stern visage, harsh voice and strong arm to preserve order.

The school houses were built of round logs, with puncheon floor. The seats were made of slabs or puncheon.

The fireplace often occupied more than half of one end of the house. The fuel (wood) was procured from the surrounding forest by the larger boys.

These schools were few in number, and many children had to go several miles to reach them, or be without a school.

These schools were replaced by the State system of free schools, which have been gradually growing better each year, so that now the schools of Braxton county will probably average with the schools of the State in efficiency.

The old log houses are replaced by good frame ones, fairly well supplied with furniture and apparatus.

Instead of the old time teacher, we have teachers that realize that they are dealing with human souls, and so are trying to bring about a symmetrical development of the physical, mental and moral nature of the child.

There were in 1902, 156 schools in Braxton county, with 6602 children

of school age. The length of school term is five months, except in the Sutton independent district, which has seven months. All the country districts pay teachers the minimum salary, (\$18.00, \$25.00, \$30.00) except Salt Lick, which pays second grade, \$28.00, and first grade, \$35.00. In 1902 there were 4938 pupils enrolled, with an average daily attendance of 3194.

The cost of education per capita per term 1901, based on enumeration was \$4.01; based on enrollment, \$5.53; based on average daily attendance, \$8.35.

There seems at this time to be an educational awakening in Braxton county. Patrons are more interested than ever before, and are desirous of paying teachers better salaries. Teachers realize that if they continue the work they must fit themselves better for it.

Schools are showing great interest in library work this year, as well as in the work in general. So there seems at this time to be a spirit of improvement along all lines of school work in this county.

Cabell County

BY IRA F. HATFIELD, SUPERINTENDENT

Education in Cabell county, prior to the adoption of the free school system in 1863, and for several years after, did not meet with any special encouragement from the more wealthy citizens or a very liberal patronage of the public in general.

Up to the time of the establishment of the free school system, the facilities of the masses of the people for elementary education consisted of schools supported by private subscriptions. These schools did not vary much in their character and their quality of instruction. The few school houses, scattered about over the county, were rude structures, the walls built of unhewn logs thatched with sticks and clay; the floor laid with slabs or puncheon; the chimneys built of sticks and mud, occupying a greater part of one end of the house. For windows, a part of one or more logs were cut out, allowing the light to enter through a row of glass one or two panes deep, or by fastening over the opening strips of greased paper. The furniture consisted of benches without backs made of split slabs of wood, brought from the adjacent woods.

To say the least, these houses were very uncomfortable and inconvenient, and being situated so far apart, attendance at school was very light and irregular. These schools were presided over by teachers imported principally from Ohio and Kentucky, who, at best, possessed only the rudiments of an education. In contracting for schools they would obligate themselves to teach spelling, reading, writing and arithmetic, to the rule of three threes, etc. Notwithstanding this fact they accomplished a good work in preparing the people for the reception of the free school system which was to come during the unsettled period of the civil war, a time when it most needed staunch friends and supporters.

Among those who were most actively engaged in the pioneer educational work of the county, may be named, Robert Coburn, John Coburn, E. E. Morrison, Robert Barbour and Chas. Simpson. Those older teachers since engaged in the upbuilding and development of the school system, Wm. Algeo, C. W. Paine, T. B. Summers, Wm. Bramlette, John J. Rousey, George Kaiser, C. K. Thornburg, Frank Herndon, L. W. Wilson, Henderson Davis, A. H. Melrose, Henry Lambert and R. F. Brammer. For the purpose of government and to meet the requirements of the act of December 10, 1863, the county was divided into five supervisory districts, which number—changed in name to magisterial districts—remains the same to-day, with the exception of the independent districts of Barboursville, Huntington, Guyandotte and Central City, which have since been created.

In 1865 the supervisors of the several supervisory districts met and elected Rev. J. M. King the first county superintendent of free schools of Cabell county. Since there have been elected to that office the following: Wm. Algeo, Dr. D. L. Duncan, George Blume, Rev. J. D. Carter, T. B. Summers, Henderson Davis, C. W. Paine, J. J. Rousey and Ira F. Hatfield.

The school system, thus established in its crude state of existence in 1865 in Cabell county, has developed into its fine proportions of to-day, under the care and wise supervision of its several school officers and teachers. The Boards of Education of the county that have existed prior to and including those of the present, are to be commended for their zeal and energy displayed in providing comfortable structures for the housing of the youth of the county. These buildings at present are, principally, the modern one room frame buildings well lighted and ventilated, furnished with patent seats and desks; but many of them, as yet, are deficient in school apparatus, charts, maps, globes, etc. These splendid school houses, together with the one hundred and eighteen live, energetic teachers in charge, is a tribute to the advanced educational sentiment of the county.

Teachers are becoming alive to the more important use and ultimate aim of education. The old system of routine, mechanical reciting, and devitalized memorizing of text-books has given place to the modern method of teaching, in which the pupil is placed more upon his own responsibility, learning to put emphasis on thought, on observation, and on objects, thus realizing that in learning we find the ability for construction and combination, rather than repetition and imitation, as of the old system.

The teachers' institute work is gradually improving as the desire of teachers of a higher professional standing increases. Our county institutes are the central point of interest for the teachers in the school year, socially and educationally. The great interest displayed in these institutes both by teachers and the public prove them to be in high favor with the people. The district institute and teachers' reading circle are gaining ground as indispensable factors in supplying the needs of the district and for the betterment of the teaching profession in general.

The independent district of Barboursville was established February 12, 1867. The Board of Education has the same powers conferred upon it as belong to Boards of Education of magisterial districts, thus giving it power to establish a high or graded school, as provided in sections 24 and

26 of the school law, and prescribe the branches to be taught, and a course of study for the same. This school has filled its place only as a graded school. The school has lost considerable of its importance since the establishment of the Barboursville seminary in 1888, but of recent years the interest in the graded school has revived. The educational facilities were insufficient to meet the demands of the district. Under the care of the Board a splendid four room brick building has just been completed, in all respects suitable to present needs, showing a commendable spirit of enterprise for the present Board of Education and of the advanced educational interest of the tax payers of the district.

The Milton graded school has, in most respects, met the approval of the people of Milton and of the people of the district in general, admirably serving its purpose in the regular school term as a graded school and taking its place later as a spring and summer normal. The teachers engaged for the present are, Prof. T. B. Summers, principal, and L. W. Wilson, Miss Lillie Summers, Miss Annie Conner and Miss Wilson, assistants.

Fayette County

BY W. S. JOHNSON, SUPERINTENDENT

In 1831 Fayette county sprang into existence, receiving its origin from parts of Kanawha, Greenbrier, Nicholas and Logan.

As soon as the organization was perfected she at once organized a system of free schools for the educational development of her youth, and in a very short while thereafter the woodman's ax could be heard as he made his onslaught upon those gigantic oaks, which had been standing for ages, smiling at the rage of tempest, for the purpose of constructing school houses of that early day.

Captain Cassady was the first county superintendent. He was an earnest, energetic worker, and did a great deal toward arousing an interest in education throughout the county.

In those days people were few in Fayette, and only here, there and yonder, could be seen one of these hewn log cabins covering a space of about eighteen by twenty feet, with only one door and a square opening in one side which served for lighting purposes. Such windows, stoves and classroom furniture as we have to-day were to them a utopian dream, yet they were contented and doubtless many boys and girls who completed their course of study in these rude cabins have often had occasion to revert to the schools of those days in the happiest reminiscence.

The teachers of those days were very inferior in comparison with the teachers of to-day; still they are deserving of great praise for the work they did as the pioneers of the present system of free schools in Fayette. The salaries were very small, a teacher holding a first grade certificate sometimes reached as little as \$20.00 per month, whether from insufficient means in the treasury or in keeping with the teacher's ability we are not in position to say.

In 1859 Fayette county had her first teachers' institute, though practically without method or form, with only one instructor and two teachers, which adjourned on Wednesday following its opening, because of a lack of attendance.

Since 1831 Fayette county has aroused herself from her state of lethargy, and has become thoroughly awakened to the tocsin of the age, pealing forth from every hill-top and valley. She has caught the intellectual spirit of the age, and to-day she prides herself as standing second to no other county in this State from an intellectual standpoint. The old log cabins with one dingy room have been supplanted by modern frame buildings, attractive in architectural design, commodious in structure, with good light and ventilation unsurpassed, and well supplied with modern apparatus for her class-room.

In the early days of Fayette county one could travel for miles without seeing a school house; but to-day they are located on nearly every hill, and in nearly every valley. The number of schools in this county has steadily increased until to-day there are within our borders two hundred and sixty, including twelve graded schools. The number of teachers has increased from three to three hundred and sixteen. Teachers' salaries in Fayette compare very favorably with those of any other county in the State. First grade certificates received from \$38 to \$45 per month; second grade from \$28 to \$40 per month; third grade from \$25 to \$35 per month; principals of graded schools \$45 to \$60 per month.



MT. HOPE SCHOOL

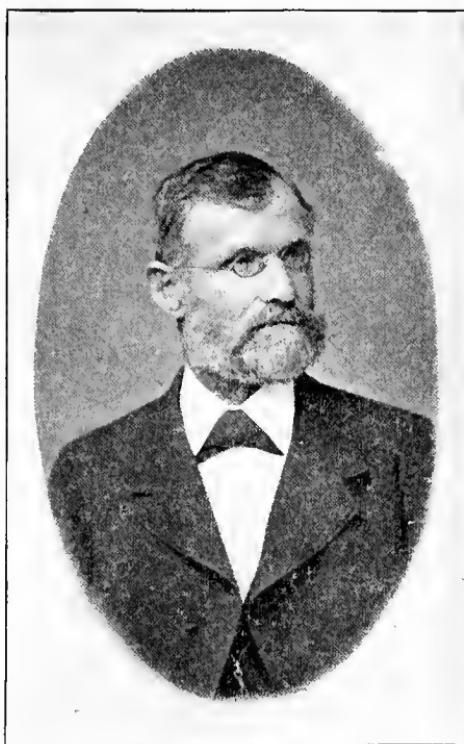
Many of the present teachers are college-bred men and women, normal and academic graduates, both white and colored who have spent years in preparing themselves for the duties which lie before them, viz., the shaping and moulding of character for future generations.

From the non-methodical work of the institute of 1859 Fayette county has climbed slowly but surely until to-day her institute work is as good as that of any county in the State, and the institutes are looked upon as annual intellectual feasts. Every teacher takes live interest in the discussions that come before this organization, which demonstrates their thoughtfulness upon the plans and methods for bettering the condition of the work of the institute. To further illustrate the benefit derived from the work of the institutes of Fayette county it will be well to mention the fact that last year she found it necessary to hold two, something unprecedented in her history—one at Hill-top and one at Fayetteville. There were sixty-two teachers present at the institute held at Hill-top, and the session could not have been more interesting. The session at Fayetteville was equally interesting, with one hundred and fifty teachers present.

Fayette county enjoys the distinction of being the foremost county in the State, perhaps, in establishing district high schools. She established two in Fayetteville district in 1903 by an unanimous vote of the people of the district—one for white pupils at Oak Hill and one for the colored at Hill-top. These schools began the first of February, 1904 with four teachers each and the teaching force will be increased to suit the demands of the schools.

Fayette county, possessing as she does seven hundred and thirty miles of territory, well wooded, and underlaid with unlimited quantities of coal now beginning to yield to man's ingenuity, which until about fifteen or sixteen years past lay hidden from view, but to-day the hum of machinery and the coil of smoke together with melodious strains of her birds, the murmuring of her many babbling brooks as they wend their way to yon ocean, all join gleefully in one grand chorus of progress. A few years past the land of Fayette county could be bought for one dollar an acre; to-day the same land would be refused you for \$1000 an acre. How seemingly incredible, yet how true!

For natural scenery of woodland and plain; for mountain peaks and massive rocks which have been standing as sentinels since the dawn of God's creation; for rills and rivulets which seem but a tear drop to the great water courses of earth, Fayette county stands unsurpassed, and we firmly believe that because of her growing intelligence, and industry, and for the wonderful variety of her natural beauty she will eventually become the "garden spot" of West Virginia.



EDWARD F. VOSSLER, PIONEER EDUCATOR OF GRANT COUNTY

Grant County

BY JOS. L. REXROAD, SUPERINTENDENT

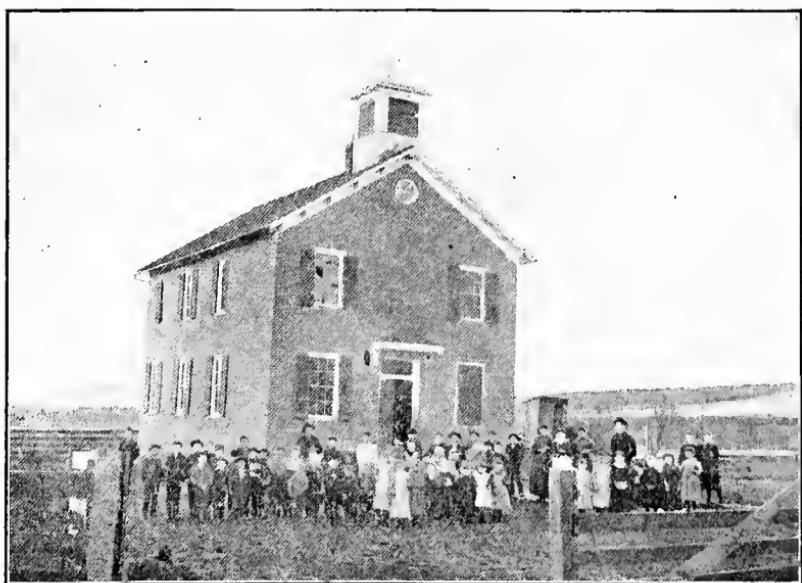
Grant county, named in honor of General Grant, was formed from the county of Hardy in 1866. It is situated in the eastern panhandle of the State and surrounded by the counties of Mineral, Hardy, Pendleton and Tucker. It is not wholly made up of mountains and hills as shown upon most maps of the State. It possesses that portion of the South Branch Valley in and about Petersburg, whose soil is very fertile and well adapted to corn and wheat growing. To it also belongs that part of the Alleghenies from Mineral to Tucker county, which is covered with fine timber and whose surface is underlaid with coal containing the new mines of Henry, Bayard and others.

As to the educational position and development of the county we do not claim a first place and we would resent the idea of being placed last.

Hardly had the free school system been heard of, when the people of the western part of Hardy county said, "Give us a new county and its name shall be a monument to the memory of the great general."

Thus, the first free schools of Grant county, came into existence with the organization of the county, numbering the first year about fifteen or twenty. They were taught principally in log houses with a space between floor and ceiling of little more than six feet. They were built upon the theory, "the smaller the space the easier to warm." Since, the number has increased to sixty-six, the great majority of which are roomy and comfortable. For the great improvement in school buildings and the furniture therein perhaps no man in the county deserves more credit than Edward F. Vossler, who was born and educated in Germany, and located in Grant county in his early life. He was the first county superintendent of the county, and has ever since been in some way connected with the public schools. As a member of the First Free School Legislature under the new constitution he was chosen as a sub-committee with State Superintendent W. K. Pendleton to frame the Free School Law of 1873.

Of the superintendents who followed were Wm. M. Davis, from 1879 to 1885; J. C. Judy, from 1885 to 1889; H. W. Kuhn, from 1889 to 1891, and Jos. L. Rexroad, the present superintendent, who has served the office since 1891. Under the supervision of the schools by the latter about twenty-five new houses have been built, nearly all of which have been furnished with modern desks and a moderate supply of apparatus.



PETERSBURG SCHOOL

The examinations for teachers for a number of years have been rigid. Therefore, a scarcity of teachers. The motto of the examiners has been, better be a little short than have a surplus of inferior teachers.

The first year's uniform examinations did not diminish the teachers' roll in the county. At the close of the examination for the first year under the uniform system no applicant failed, and no teacher was turned away with a lower grade than formerly held under the county board.

The school system of the county is in a fairly good condition and we believe that there is a growing sentiment toward a longer term and better teachers' wages.

Greenbrier County

BY L. W. BURNS, SUPERINTENDENT

When the civil war closed there were few schools of any kind in this county. About this time Zachariah Trueblood, who was the first county superintendent, came to the rescue, and did much for the public school system. A few of the rude log houses built then may still be seen standing, but none are in use.

Through the several years following, the idea of public education steadily became popular. Such enterprising and successful men as Walter C. Preston, Judge J. M. McWhorter, Wm. Lewis, and Hon. Thos. H. Dennis were elected county superintendents.

In 1881, J. W. Hinkle, a young man of exceptional ability, was chosen county superintendent. He gathered about him many good teachers, and all were assisted in their earnest efforts to make the schools better by the hearty co-operation of many loyal patrons. During this period the schools were very prosperous. The advancement of these eight years proves that it is best to have long service in office.

From 1889 to the present time the following men were elected to the office of county superintendent: E. D. Smoot, 1889-'91; W. F. Lawrence, 1891-'95; Alex. Thompson, 1895-'99, and L. W. Burns, 1899-1903, the last named being re-elected and now in office.

With few exceptions the schools of this county have been steadily progressing.

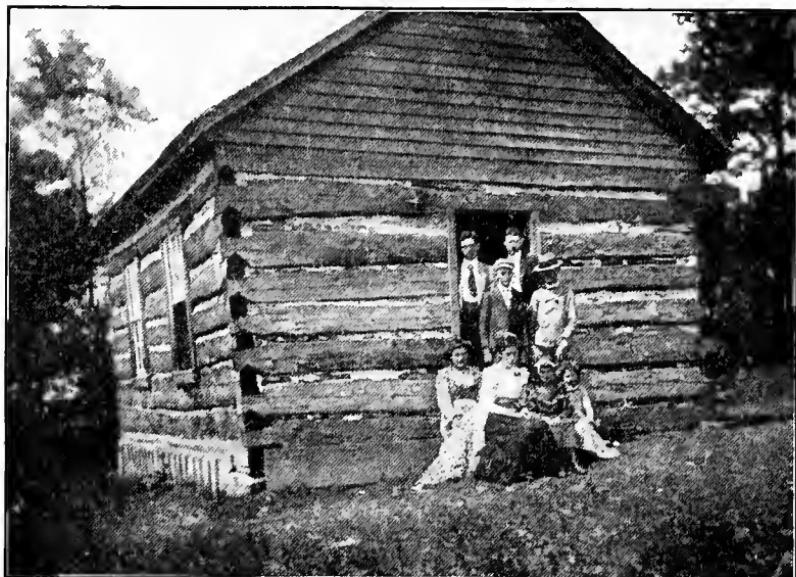
The number of schools, at first forty or fifty, is now two hundred. The largest schools are at Ronceverte, Lewisburg, Falling Spring, North Alderson, White Sulphur Springs, Frankford and Williamsburg.

Greenbrier county joins Virginia, and has always been somewhat under the shadow of the influence of the Old Dominion.

Many people of Virginia do not believe in public schools, and some are found here who do not support this greatest of all methods of educating, but they are fast disappearing.

With the great advantage of coming in contact with the culture and refinement of Virginia, and at the same time with the enterprise and

progress, and every thing that is good of its own great State, Greenbrier stands high in the list of counties in many ways. It may be truly said that it has furnished as many, or more, excellent students for the colleges and universities of our country than any county in the South.



This school has been in operation for ten sessions, its enrollment has never exceeded fifteen pupils, but during this period there have gone out from it,

Two practicing physicians,
A college graduate,
One public school teacher,
A justice of the peace and postmaster.
A teachers' institute instructor.

Hancock County

BY T. M. COCHIRAN, SUPERINTENDENT

The writer has been unable to ascertain just when the first school was established in the territory now included in Hancock county, but it is certain that schools were taught at least a century ago.

Most of the schools of that period were kept by Irish masters, the opinion prevailing that no one but an Irishman could teach school. We are told that some of them were sadly deficient in learning and most of them over fond of strong drink.

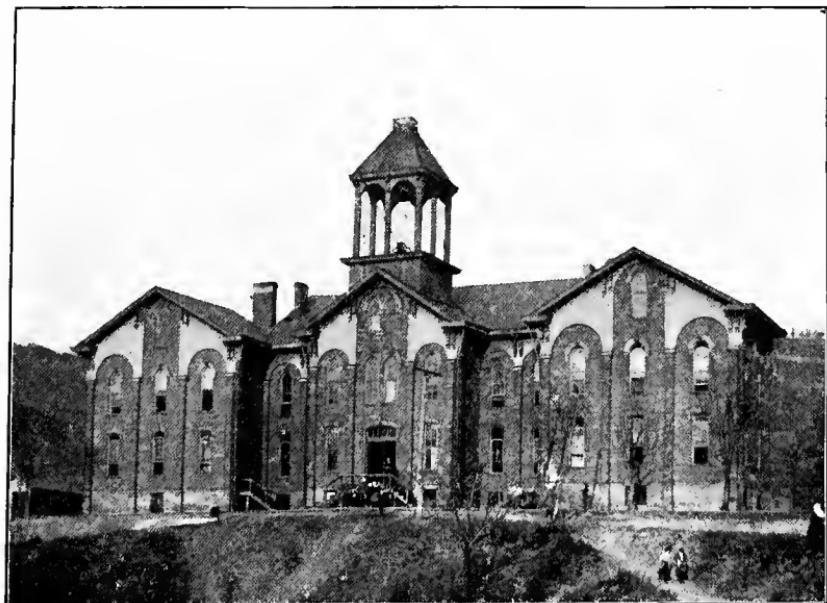
Prior to the organization of West Virginia as a separate State there were no free schools in the county, although an effort was made in 1852 to establish free schools under a sort of local option law passed a short time before by the Legislature of Virginia. J. H. Atkinson canvassed the county in the interest of free schools, but when the votes were counted they came a little short of the required three-fourths majority.

Among the earlier teachers in the county was J. H. Atkinson, who for several years taught a subscription school in what was known as the academy building in Hollidays Cove. Mr. Atkinson was afterward chairman of the Senate Committee on Education in the first Legislature of West Virginia and drafted the first free school bill and was largely instrumental in its passage. Mr. Atkinson is still living in New Cumberland, where for a number of years he has been engaged in the practice of law. Although more than eighty years old he enjoys fairly good health and takes an active interest in educational matters.

Thomas Bambrick taught school in Fairview seventy-five years ago and several of his descendants are among our best teachers of to-day.

Free schools were opened as soon as the law establishing free schools became effective, and they have made rapid progress; always maintaining a high standard of qualification for teachers and paying as good salaries as were to be had anywhere in the State.

At the present time we have 24 school buildings in good condition and fairly well equipped with apparatus. The graded and high school in New



NEW CUMBERLAND SCHOOL

Cumberland, established in 1893, employs eleven teachers. The graded and high school of Chester, established in 1903, employs eight teachers. The graded and high school of Hollidays Cove, established in 1901, employs three teachers.

There are graded schools in Fairview and Ferndale employing two teachers each.

Our rural schools pay salaries for teachers holding certificates of No. one grade, ranging in amount from forty to fifty dollars, and there are twenty-three teachers employed in the rural schools.

In 1898 Rev. J. D. Hull purchased the old court house at Fairview, transferred it into a beautiful little school building and established the Tri-State Normal and Business College. The school enjoyed several prosperous years, but has been closed since June, 1903. At present there is not a private school of any kind in the county.

Hardy County

BY L. S. HALTERMAN, SUPERINTENDENT

To begin with the year 1875 and compare educational statistics and history, we find an increasing public sentiment in favor of the public school system, and that there has been gradual progress along all educational lines.

Hardy county, like others, began with log houses and some of the rudest kind, furnished with inconvenient and uncomfortable desks, if any, maybe slabs or puncheon benches, without backs, and possibly a kind of shelf which extended round the walls and served the pupils in writing.

Gradually new buildings were erected and old ones were replaced by more modern structures of frame or brick, with more convenient and pleasant furnishings, and with a view of hygenic conditions.

In 1875 there were forty-five school houses, thirty of which were log ones. In 1903 there were about 90, six of which were log structures.

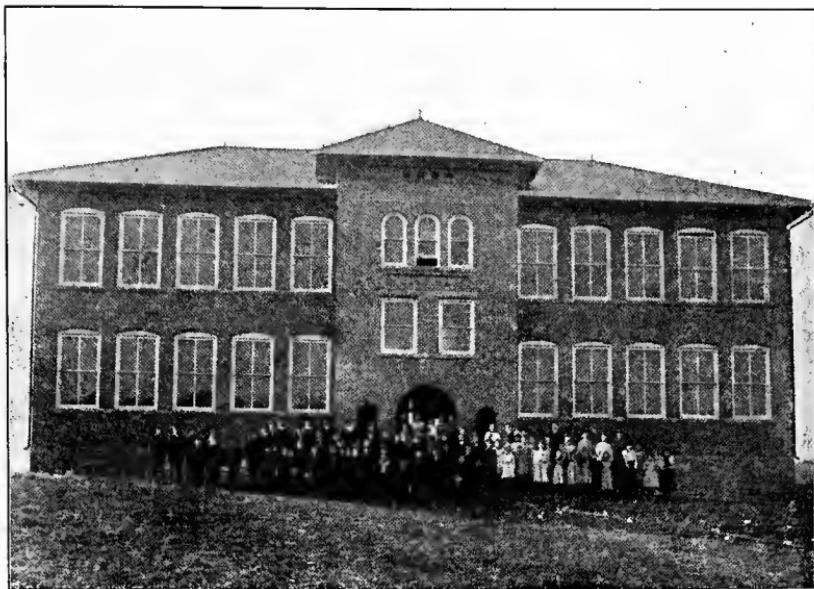
The enumeration of youth 1875 showed about 2000, and an average attendance of 712 pupils was made. In 1903 there was an average attendance of 2300 pupils out of an enumeration of about 2800 youths.

The school levy has increased from 18c. to 45c. per \$100.

Harrison County

BY L. WAYMAN OODEN, SUPERINTENDENT

In 1865, the free schools began in Harrison county. There were about 65 schools taught that winter, throughout the county. The term was three months, and the salaries paid teachers were low.



LUMBERPORT SCHOOL

The first frame school house was built on Sycamore Creek. The school records were kept and carried about in a meal sack by each county superintendent until James N. David's term of office. Mr. David transferred them to his successor in a box; now they are kept in an office provided by the county at the court house.

Teachers went to the county superintendent, and, after being asked a few questions, were given a certificate. These grades ranged from No. 1 to 5.

The following persons have served as county superintendents in regular order:

- 1865-'67, Dr. Emory Strickler.
- 1867-'69, Dr. William Meigs (deceased).
- 1869-'71, Dr. D. C. Louchery.
- 1871-'73, Cruger W. Smith.
- 1873-81, James R. Adams.
- 1881-'85, James N. David.
- 1885-'89, Jasper S. Kyle.
- 1889-'93, F. M. Harbert.
- 1893-'95, Joseph Rosier.
- 1895-'99, James E. Law.
- 1899-'03, Morton B. Newlon.
- 1903, L. Wayman Ogden.

The first county institute was held at Lost Creek by Superintendent Dr. Emory Strickler. This institute was conducted by Rev. A. H. Lewis, of Shiloh, New Jersey. A county institute was held each following year by the county superintendent and teachers until the Institute law went into effect in 1879, in which the State superintendent acts as the official head in appointing instructors for each county.

Before the adoption of the institute law there was a regular organization, known as the Harrison County Teachers' Association. Many of the early teachers in Harrison county were graduates of colleges and academies. They set a high standard for the teachers. Those persons most active in carrying on the Teachers' Association were E. M. Turner, J. R. Adams, C. W. Lynch, James N. David, D. C. Louchery, B. F. Martin, P. N. Miller, deceased, Mrs. Naomi Everett, and Miss Belle Davidson. Most of the early teachers were men.

The county schools were excellent in their beginning, and they have marched steadily on until the effect is noticeable among the young school children of our county. They are well informed on the branches which lay the foundation for a higher education, and we have grown in number from 65 to 250 free schools; in length of term from three months to five, and in many places throughout the county the length of the school term is 6, 7 and 9 months.

In 1871, J. W. Young, J. W. Samples, R. A. Douglas and James N.



THIRD AND FOURTH GRADES, SHINNSTON

David met at Romine's Mills and held a district institute, known as Elk District Institute. It was composed of the four teachers just named, and it became very popular before the winter was over and many attended this district institute.

Now we have ten magisterial districts and there is an institute for each district.

The average wages paid teachers holding a No. one certificate is forty-two dollars. The majority of the school buildings throughout the county are in good repair, but much interest could be aroused by improving the school grounds.

We have an excellent corps of teachers in this county, who are keeping abreast with the times.

Kanawha County

BY M. H. EPLIN, SUPERINTENDENT

Kanawha county was a strong free school county. There were some good schools at Charleston as early as 1818. About the year 1829, Colonel David Ruffner donated a lot in Charleston for a church and an academy, and contributed to the erection of suitable buildings.

This county, along with other counties, was named in the special act passed February 25, 1845, to establish free schools in certain counties, and adopted this act in 1847. In obedience to the strong free school sentiment prevailing in this county, its representative in the Legislature, Dr. Spicer Patrick, took an active part in securing the passage of the act afterwards adopted by this county.

Notwithstanding the fact that Kanawha county had taken a leading part in the movement for the establishment of free schools, and had adopted the act by more than two-thirds of the vote of all qualified voters in the county, before it could be put in operation, strong opposition by large property owners must be met and overcome. In 1853 the firm of Dickinson and Shrewsbury brought suit against James H. Fry, the sheriff of the county, who had levied on the property belonging to this firm to secure the payment of school tax due from it to the amount of \$350.82. The suit was decided in favor of the sheriff.

Kanawha county is divided into ten school districts, a description of each of which will be found below, commencing with the earliest days of the educational facilities in the county and carried up to the present day.

LOUDON DISTRICT

The territory, which was laid off on the south side of Kanawha river opposite Charleston some time after the war for a magisterial and school district, is now Loudon District. In that territory there were, or had been, fine old log school houses. At Brownstown, which is now Marmet, the old

log school house had rotted down, and the first school taught there after the war was in the Southern Methodist Church.

There are now in Loudon District a three-room, graded school at Marmet; a four-room, graded school at Fernbank; a two-room building at Kanawha City; and a two-room building at Lick Branch.

There are thirty-three school rooms in the District, and they are fairly well furnished with patent desk seats, blackboards, maps, charts and globes. Total value of school property, \$21,450.

WASHINGTON DISTRICT

In 1865 Washington District had three log school houses, two of them being 15 feet by 16 feet by 7 feet high, built of round logs, a board roof held on with weight poles, chimney built of sticks and mud, and a fire place five feet wide. There was one writing bench ten feet long, and a log was sawed out of the side of the building to give light, the writing bench being used as a shutter for the opening in cold weather. One school house was built of hewn logs, with two glass windows, which was considered a model school house at that time. It was built in 1839, and is now occupied as a dwelling house by S. Pickens. The house is fairly well preserved.

Washington District, the smallest in population, now has twelve good framed school buildings, furnished with patent desk seats, blackboards, maps, charts and dictionaries. Total value of school property, \$5,322.

JEFFERSON DISTRICT

Steven Thomas Teays, of St. Albans, gave the following sketch showing how they did things when he was a school boy. The people were most all Methodists in that community, and built a beech log house 40x60 feet, and used it for a church and school house. Mr. Teays remembers seeing more than a hundred horses hitched near the old beech church on various occasions. The people came from Elk river, Coal river and from up and down the Kanawha river, and took part in old-fashion Methodist meetings.

Mrs. Joplin taught the first school in the old beech church in 1845, and also taught in 1846 and 1847. A teacher, whose name was Kirkum, taught in 1848. During that year, Teays, then a boy of ten years of age, full of fun, to vary the monotony of a dreary school day, blew the ashes off the top of the wood stove into the eyes of a boy schoolmate, who yelled considerably, and under the excitement, the teacher seized a piece of stove wood and struck Teays a blow on the head, which disabled him for some time. The teacher started for parts unknown, and has not yet returned. Steve's father was away at the time, but his uncle got his gun and started after the teacher, but the uncle soon found that he could not carry a gun and catch a scared teacher who had no gun to carry. Mr. Teays is one of the many good citizens of St. Albans, and is engaged in the mercantile business. He still carries the scar made by the teacher Kirkum.

There have been great developments in Jefferson District since the days of the old church school house. There are twenty-five framed school rooms

in the Jefferson District at this time, and all are furnished with patent desk seats, charts, maps and globes.

The school building at Fairview is a four-room framed house, well arranged and well ventilated. Four teachers are employed and there are 118 pupils enrolled.

Total valuation of the school property in the District is \$8,475.

ST. ALBANS INDEPENDENT DISTRICT

The school building in the Independent District of St. Albans is a splendid four-room building, with basement and steam heaters. Four teachers are employed, and there are 166 pupils enrolled.

Total valuation of school property is \$11,510.

CHARLESTON DISTRICT

Charleston District is one of the smallest in territory, and is back of the city of Charleston. There are twelve school buildings in the District, two of which are framed buildings with four rooms; one building with two rooms, and eight one-room buildings. The buildings are fairly well supplied with desk seats and other fixtures.

The total value of school property in the District is \$11,500.

BIG SANDY DISTRICT

Big Sandy District has seventeen framed buildings, furnished with patent desk seats and other fixtures.

The total value of school property in the District is \$5,485.

ELK DISTRICT

Elk District has thirty-one framed school buildings, furnished with patent desk seats, maps, charts and globes; and also has two rooms rented this year.

The total value of school property in the District is \$15,352.

MALDEN DISTRICT

Malden District has seventeen framed school buildings, with twenty rooms, and one room rented. The school rooms are fairly well furnished with patent desk seats, maps, charts and globes.

The total valuation of school property in the District is \$9,090.

UNION DISTRICT

Union District has twenty-two framed school buildings, furnished with patent desk seats and other fixtures. Union is a farming district, and the people seem to take considerable interest in the school work of their district.

The school property of Union District is valued at \$8,860.

POCA DISTRICT

Poca District has twenty-four framed school buildings, furnished with patent desk seats and other fixtures.

The school property of the District has a valuation of \$5,800.

The teachers of Poca District met at Sissonville, October 31, 1903, and organized a very interesting teachers' district institute. The school work of the District is progressing very well.

CABIN CREEK DISTRICT

Cabin Creek District is the largest in territory and population in the county. It has a larger number of pupils enrolled than twenty-three of the counties. There are ninety-three teachers employed in the District, and there is a growing demand for more school houses and more teachers.

A. G. Montague has served as Secretary of the Board of Education from July, 1881, up to the present time, and it requires his entire attention during the time the schools are in session. The school property of the District is valued at \$34,200.

Lincoln County

BY W. C. HOLSTEIN, SUPERINTENDENT

When Lincoln county was formed in 1867 from the counties of Kanawha, Cabell, Putnam and Boone, the "Free Schools of West Virginia" were then in their infancy, and therefore the educational qualifications of teachers at that time were not of a very high standard. Nevertheless we had very few men and probably fewer women in Lincoln county who could obtain a certificate to teach. Schools were few and scattering, and a large per cent. of the teachers were from other counties, and some were from Ohio.

The pioneer teachers of our county were not versed in literature, nor were they walking cyclopedias, yet they served their purpose for that time, and some of our present teachers can look back to their early school days with pride and pleasure, for it was there, that they received the foundation of their education. Most of those early teachers have passed to the "great beyond," and we accord them praise for all the good work they have done. We must now view the other side of the picture and look at some of the defects of the schools during the first few years after our county was organized. The school houses were not furnished with any apparatus,—no maps, charts, blackboards, or anything which might aid the teacher in giving "busy work" for the pupils, except, perhaps, the

"rod," which was always conspicuous in the school room "*in ye olden times.*"

The few school houses we had then were very rude structures, and some times schools were taught in other buildings. The writer of this sketch remembers very distinctly the first school house he ever saw was a very small log house with one pane of glass, the entire length of the building to give light within. The writer also remembers his first school days were spent in an old log church house, and of cold winter days the pupils would place the benches around the old chimney fire place to keep warm. The benches we had to sit on had no backs to them, and often we became wearied, but we knew of nothing better. The second school term the writer ever attended was taught in an old round log dwelling house. A "stick and clay chimney" stood at one end of the house, and only one small window was all the house had to give us light. The seats we had to sit on were made bench fashion from small saplings—one side being hewn off to make the seats more comfortable.

We are glad however that a great change has taken place in the way of better school houses in our county, yet we frankly admit that in some of our districts we have very poor houses still in use, but these are gradually being replaced by better ones.

We have now in the county three very good school buildings, built not only for the district schools to be taught in them, but for Summer Normals or Select Schools to be taught in them also. One of these buildings is located at Hamlin, the county seat, and it cost about \$2,500. This house has three rooms. One is located at Griffithsville, a two-room building, and cost about \$1,800, and one at Hadley, a two-room building, and cost about \$2,000.

In 1884 we had seventy-five school houses in the county and in 1903 we had 104, and for the year ending June 30, 1886 the total enumeration of pupils was 3,749, and for the year ending June 30, 1903, the total enumeration of pupils was 5,919.

The progress of a county, educational or otherwise, depends largely on the value of taxable property, and as Lincoln county has never been blessed with wealth, our school terms have always been the minimum number of months provided by law. We have had no railroads in Lincoln county until recently. The Guyan Valley Railroad now traverses the western part of the county, which will add to the taxable property of the county, insuring better salaries for the teachers, and that always means better qualified teachers and better schools.

The apportionment of the general school fund for Lincoln in 1885 was \$2,658.36, and for 1903 it was \$10,008.55.

In regard to the pioneer teachers of Lincoln county, we doubt if any of them had any special training in the art of teaching, or knew anything about psychology; and as far as the writer knows educational journals were unknown. At what date the teachers begun to read educational journals we are not able to tell; but we believe that at present about 50 per cent of our teachers subscribe for and read educational journals.

A few of our teachers have attended the State Normal Schools, and

nearly all of them have attended our select schools, which have been taught in our county for a number of years.

We have now in Lincoln county about 38 male and 64 female teachers. A majority of these teachers are doing very good work in their schools, and some of them are up to date in methods, and deserve better salaries than they are now receiving.

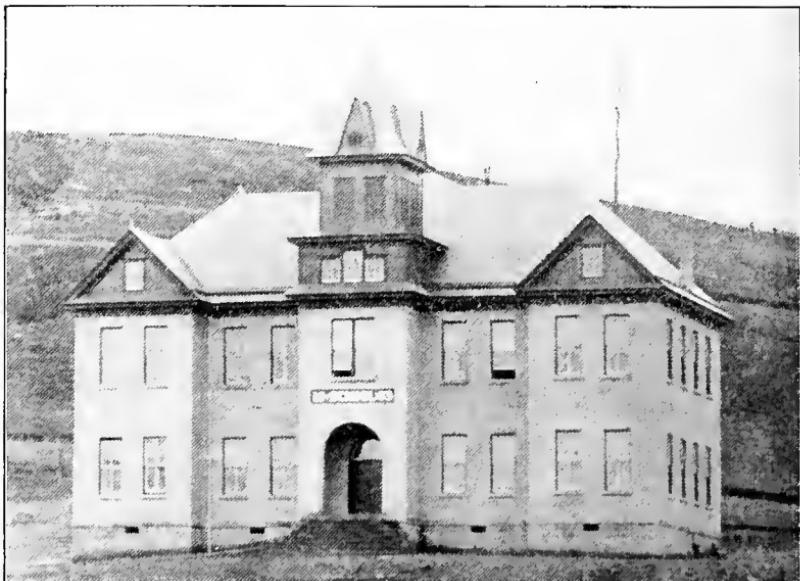
Giving all due credit to the school officials who have preceded us, and have contributed their share of work for the betterment of our schools, we hope our schools will continue to prosper, and that our Lincoln county boys and girls may grow up to be good men and women. The writer is proud to note that a few men in Lincoln county who used to attend our district schools are recognized as leading men of the State.

Educational journals, teachers' institutes, select and State Normal Schools have done much for the progress of the schools of Lincoln county.

Marion County

BY CARTER L. FAUST, SUPERINTENDENT

In the noble effort of the State to provide for the free education of the whole people, Marion county is awake to her educational interests.



FARMINGTON SCHOOL

The present force of teachers show marked ambition and a desire to bring credit upon their office by improving the work of the schools.

The county has 153 school buildings, with 225 teachers employed. Some of these buildings have been in use many years, but they are being replaced by attractive houses, over which a bright American flag is often seen floating.

According to the superintendent's report for 1902, the value of all school property in the county is \$258,142.00. This includes houses, lands, furniture, apparatus and libraries.

Within the past two years, Fairview, in Paw Paw District, and Farmington, in Lincoln District, have each built houses that are a credit to any county. The school boards of these respective districts acted upon sound business principles and built to accommodate the future of these growing centers. The Fairview house is an eight-room modern brick building with clock and tower. While at Farmington a six-room buff brick building with beautifully planned grounds, adorns a hill overlooking the town. The building at Mannington just completed this year, is said to be the finest high school building in the State.

Most of the rural schools are supplied with apparatus, as charts, globes and maps, while Mannington District, which is the largest in the county, is fully supplied with slate blackboards. In the rural and village schools there are 52 libraries, containing from 25 to 200 volumes each. In some of the districts where libraries have been started the boards of education have given cases suitable for holding the books. The High Schools at Fairmont and Mannington each have fine libraries.

In 1902 there were enrolled in Marion county schools 7,904 pupils. Of these 91 were colored, for which we have two schools. One, a four-room brick building in Fairmont, and the other a one room building at Monongah, in Grant District.

There are 23 graded schools in the county. At Seven Pines, in Mannington District, the board of education, in harmony with the universal tendency of the age, has consolidated three sub-districts into one graded school. This is the first consolidated country school in Marion county.

Marion county pays to her rural teachers an average of \$40.00, \$35.00 and \$30.00 for the three grades of certificates. About one-fifth of her teachers are normal school and university graduates. Last year 47 pupils were graduated from the public schools.

To sum up Marion county, with over a quarter of a million capital invested in school property, 225 schools in operation, 8,000 children under intellectual training has reason to be proud of her comparative success.

Marshall County

BY JAMES D. PARRIOTT, SUPERINTENDENT

Marshall county has an area of 240 square miles, with nine magisterial districts and one independent school district; one hundred and twenty one schools, employing one hundred and seventy-five teachers. Of these schools, six are graded—having more than two rooms—and give additional high school courses.

Our marvelous material development of the past few years has so increased salaries and the demand for men in various other vocations that a deficiency in our teaching force seemed probable. To meet this emergency and prevent a general exodus from our profession, salaries were increased in several districts, but not sufficiently to retain all of our experienced teachers and many of these have entered other pursuits. We have, however, had little trouble in supplying the schools, though a majority of our teachers are young and a surprisingly large number are beginners.

The same conditions which led teachers into other vocations have induced many advanced pupils to leave their studies in quest of financial gain; for this reason some schools have no pupils above the intermediate grade.

Our school property and apparatus will compare favorably with that of other leading counties. Some districts are sadly deficient in both, while others are supplied with all necessary conveniences and helps.

School architecture has been much discussed recently and in one district a wide departure from the "trodden path" was taken in the construction of a new building. This house—now completed—represents a number of compromises between old ideas and the new. The arrangement of the windows is perhaps its most noticeable feature. Six of these are in the north side—to the pupils' left—and extend from the usual distance above the floor, to within six inches of the ceiling. In the opposite side seven feet above the floor, are four windows twenty-eight by thirty-two inches in size. The light from these is not strong. They hang as transoms do and insure good ventilation during the warm days of fall and spring. A vestibule cloak room adds to the comfort and convenience of this house, which, while not our ideal, makes a long stride toward it.

The growing interest of our people in school affairs is gratifying. Good citizens are beginning to realize the importance of educational work and the benefits of their co-operation, so they gladly second every motion of teachers and pupils to improve the schools. This is notably true regarding libraries; many have been established recently and I have not heard of a failure where an effort in this direction was made.

The district pay institute has done a great work in associating with other teachers, those who had not attended district institutes before. To teachers of this class the district institute was a revelation and one dis-

trict which had not held a meeting in several years has had two successful sessions since the pay institute was held.

The Free Text Book and Compulsory Attendance Laws have proved beneficial where advantage has been taken of their provisions. The uniform examination system is inspiring much professional study, and in some school rooms fruit of this study may already be seen.

We have our ills but to name them and suggest possible remedies would not be entertaining or helpful. Salaries, though increased in some districts, are yet too low. They vary for first grade certificates, \$32 to \$40; for second, \$28 to \$35; for third, \$18 to \$30. Terms of school vary also; five, six, seven, eight and ten months.

These are among our perplexing problems, but a general view of the situation lends strength to our hopes for great things in the near future. Successful debating and literary societies, evening socials and entertainments, lecture courses in town and country districts, libraries starting and growing with liberal contributions to the same, increased numbers of students in our high schools, the normals and colleges, a growing interest in, and desire for broader education and higher culture are hopeful and not misleading signs.

Mercer County

BY J. H. GADD, SUPERINTENDENT

The educational history of this county, prior to the civil war, is similar to other counties of the State.

While there were many ardent supporters of a public school system, there were those who opposed it, and but little progress was made before the war. However, a strong sentiment had been created in favor of free schools—a sentiment that produced good results.

Mercer county, unfortunately, was one of the border counties and suffered very much from the war. The court house at Princeton was burned, as was almost the entire town. The county was overrun by both armies. The close of the war found the county greatly impoverished. This, together with the division of feeling among the people, created by the war, had a tendency to retard educational progress for a few years. As the people became reconciled, however, they began to build and equip houses as rapidly as their limited means would permit.

Since the advent of the Norfolk & Western R. R. in this county (1880) and the subsequent development of our immense coal field our educational progress has been something marvelous. In 1880 our school population was 2480. In 1890 it was 5096, an increase of more than one hundred per cent in one decade. This was due largely to the great influx of people from Pennsylvania and other states, brought here by the development of our coal field.

The log school houses of a few years ago have all been replaced by good

frame buildings, nearly all of which are furnished with modern seats, desks and necessary apparatus. Wages have been advanced and the term increased throughout the county in the last few years. We now have 140 school buildings, comprising 180 rooms, (or schools) with a school population of 8300.

We believe our teachers will compare favorably with those of any county. A number have had special training for their work and a large per cent. have attended one or more terms of our normal schools.

In addition to our free school advantages in this county we have a branch of the State Normal School at Athens, the Bluefield Colored Institute at Bluefield and the Princeton Normal and Collegiate Institute at Princeton. We are proud of these institutions and our educational facilities in general.

We trust our educational progress has kept pace with our material development. We may have failed in a few respects, at any rate, we are not satisfied in every particular. People who are satisfied with present conditions are not progressive. We want a better salary for teachers and then more teachers who have had special training for their work. These, among other things, are essential to our future progress. As to salary we believe the day is not far distant when teachers' wages will be commensurate with the training and work required. We believe the progressive spirit of our citizens will not abate in the future, and that our county will sustain its enviable reputation as one of the leading counties, educationally and otherwise, in Southern West Virginia.



A RURAL SCHOOL

Mineral County

BY GEO. S. ARNOLD, SUPERINTENDENT

This history in its earliest period can best be given in the language of Thomas P. Adams, of Keyser, the first county superintendent: "Soon after Mineral county was organized in the year 1870, I became county superintendent of free schools in said county. At that time there were no school houses in the county and but few school books among the people. A few persons who were generally known as 'schoolmasters' were found here waiting for a job. Much prejudice existed among the older inhabitants against the system. The labor that confronted me then was Herculean, but there was no Hercules to perform it. Boards of education were to be appointed, the county divided into school districts and trustees chosen for each district. School houses were to be built and furnished, and teachers selected, examined and employed. Money had to be raised by taxation to pay the teachers and build with. These levies of tax sometimes led to law suits to prevent the collection thereof. In organizing the county I obtained substantial assistance from some friends of the system, viz: James Carskadon, Sr., John Arnold, of Cabin Run, Jacob Marker, James Dixon, Edwin Burgess and others. The boards of education at first rented houses and levied taxes to build with. Then trouble came in finding teachers. First came the so-called 'old schoolmasters,' in many instances with written requests from trustees to grant them certificates as they knew enough to teach their children. It would not do to refuse unless I wanted to damn the system forever with greater prejudice.

Not over half the schools were supplied with home talent teachers. Then we advertised for help, and Mr. Stutsman, of Bedford county, Pa., sent us some young lady teachers, who were well qualified. The result was that many of our business men, merchants, bankers, doctors and county officers got their start on the hill of science and prosperity with these young lady teachers, and free schools in this county henceforth has been a success. May God bless the young lady teachers in every community. Since that time through the aid of normal schools and teachers' institutes teaching has advanced much, and yet there is room for advancement."

The period of which Mr. Adams wrote was followed by an epoch in our educational advancement. Our schools took on new life when the home teachers began attending the normal schools. Among these teachers were Ludwicks, Taylors, Boseleys, Dixons, Brants, Wagoners, Arnolds, etc.

SCHOOL DISTRICTS

The county has been divided into seven districts. Five of these are rural, one is Piedmont District and one Keyser Independent District.

SCHOOL HOUSES

At an early date good substantial houses, though too small, were

sparsely built over the county. But later, in the progress of education, still better and larger houses were built, well finished and furnished with modern appliances. In 1877 there were thirty-eight school houses, to which belonged 2,404 youths, occupied by forty-six teachers, while at present there are seventy-five houses, occupied by ninety-three teachers, to whom belong 4,424 youths. From many of these schools may be seen floating the stars and stripes.

SCHOOL APPARATUS

About twenty-two years ago small apparatus were placed in many of the schools. Since then there have been furnished in most of the schools all, or some part of the following: charts, manikins, mensuration blocks, globes, dictionaries, national and State maps, and tellurians. But last year (1903) the largest purchase of apparatus was made, consisting of Webster's International Dictionaries, large globes, large State maps and world maps. All these apparatus (the last purchase) were placed in the schools in some districts while in the other districts only a part of the apparatus were supplied. This purchase for the county aggregated nearly \$2,000.00.

INSTITUTES

Back in the seventies teachers' institutes were held at Keyser on Saturdays for the improvement of the teachers. Among the active workers were Miss Lizzie Russell, now principal of a female school in Japan, James Buchanan, Mr. Heskett, Mr. Brown, etc.

In 1882-3 the institute work took the form of District Institutes, and they were held over the county with much success. In them teachers, patrons and pupils took a lively part. So that any defects in the program or lack of interest were supplemented with a full meal for dinner, common for all, for whole families went and took full baskets. This institute work was kept up for nine years. Then for the next seven years but few institutes were held. But in 1899 the work was revived and each year since several institutes have been held with much interest. And in order to produce substantial growth along this line, to give better instructions, to arouse more enthusiasm, and to awaken new interest. I have successfully arranged for two years past with the faculties of the Preparatory School, the Keyser High School and the Davis High School, of Piedmont, to attend by turns these institutes over the county and render efficient help.

TEACHERS' READING CIRCLE

In 1887 State Superintendent B. S. Morgan recommended the formation of teachers' reading circles. Accordingly a circle was organized and more than half of the teachers joined and most of them did aggressive work. Two books were adopted the first year, Hewett's Pedagogy and Sulley's Psychology. Some of the teachers passed good examinations on both,

while others passed on only one book. Suitable certificates were issued the teachers who made the required grade on examination.

Through this organization many teachers were greatly benefited. It was vigorously continued a few years only then the work was permitted to drop back to individual effort till the year 1901, when the work was enthusiastically and vigorously resumed through the organization "The Mineral County Teachers' Association."

GRADATION AND GRADUATION

Almost ever since a graded course for the country and village schools has been prescribed by law, leading up to the graduation of pupils from those schools. The plan has been faithfully carried out as far as practical, and many worthy pupils have been graduated.

CERTIFICATES OF HONOR

As a further means of stimulating full attendance at school Superintendent C. F. Hahn introduced the plan of issuing certificates of honor to the pupils neither absent nor tardy for the term. The results were so satisfactory that the superintendent and boards of education have continued the issuance of these certificates, but in two grades, first and second grades. First grade to the pupils neither absent nor tardy. Second grade to the pupils not tardy at all and absent not longer than *ten* days, and then absent only on account of sickness.

LIBRARIES

The work of establishing school libraries has not been pushed as vigorously as it should have been by the superintendent or the teachers. However many small libraries have been collected as a nucleus for larger ones. The work will probably receive new life next year.

SALARIES OF TEACHERS

For many years it has been recognized by boards of education and among the public generally that for the better class of teachers their salaries have been inadequate for services rendered. But not until recent years in the rural districts has the salary been increased beyond the minimum by law. Now the salary for No. 1 teachers is \$30.00 to \$35.00 per month, while the salaries for No. 2's and No. 3's are a few dollars less respectively.

The salaries in the graded schools vary with grade of the teacher's work from \$36.00 to \$115.00 per month.

SCHOOL TERM

The rural districts have only from five to six months of school while Keyser Independent and Piedmont District each has nine months.

TEACHERS, STANDARD, ETC.

There has been a gradual increase in the number of teachers till at present there are ninety-three engaged in teaching and three more are needed. There has been a corresponding growth in education among the schools so that the increase has been wholly supplied by home talent. Of the number of our teachers now engaged twenty-two are gentlemen and seventy-one are ladies.

Of their grades fifty-one hold No. 1 certificates (of these five are State certificates), thirty-four No. 2 certificates and eight No. 3 certificates.

Their standard compares favorably with that established by the State for the teachers' State uniform examination. On that examination none fell below their former grades and a few raised their grades.

COUNTY SUPERINTENDENTS

These are all living but only four of the number are intimately related to the school work. They served at the time and in the order indicated as follows: T. P. Adams, 1870 to '72; J. W. Vandiver, '73 to '76; J. A. Sharpless, '77 to '80; D. C. Arnold, '81 to '82; G. S. Arnold, '83 to '92; W. M. Foulk, '93 to '94; C. F. Hahn, '95 to '98; G. S. Arnold '99 to the present.

CONCLUSION

Whatever has been the growth of the free schools and the progress of free education in this county in the past we fondly anticipate still better things for the future. With the facilities offered by the State through its normal schools, augmented by our county facilities, preparatory schools, high schools, summer normals, etc., it would require the wisdom of a seer to be able to foretell the advancement in efficiency of the teachers, the standard of their teaching, an increase of salaries, lengthening of the school term, etc., all growth from an humble beginning somewhere here and there by a few earnest teachers spurred by the noblest incentives.

Monongalia County

BY JESSE HENRY, SUPERINTENDENT

The school master was in Monongalia county before the year 1780, and schools were taught for eleven years before the Indians departed from the county; but now not even the names of those old masters can be obtained, and the description of their school houses only has come down to us. The frontier school house was beneath the trees, or in the cabin of a settler close to the fort. Its successor was the backwoods school house. This early school house was a single story, round log cabin. The furniture

of these houses was as rude as the building itself. The master, as the teacher was then called, was usually a grim and stern personage, presiding with absolute authority, and ruling by fear and not by love.

The schools were not regulated by law, a subscription paper, stating the price of tuition per scholar for the term, was circulated, and each person affixed to his name the number of scholars he would send. If a sufficient number was obtained, the school would commence. The boarding of the teacher was exclusive of the price of tuition, and he was supposed to stay at the house of each parent such number of days as the number of scholars assigned by him bore to the whole number of scholars. The course of instruction was limited to the few primary branches of spelling, reading, writing and arithmetic, and the qualifications of the masters to teach even these properly were generally wanting, though there were a few good teachers in these first schools.

The school history of Monongalia county may be divided into three periods: the Pioneer schools, the Subscription schools and the Free schools. I will speak no more of the first period. As for the second, it may be said: As the county settled up improvements were made in the houses and in the methods of teaching. On February 10, 1810 an act was passed by the General Assembly creating the Literary Fund. It was provided that all confiscations, penalties, forfeitures and fines, and all rights in personal property, accruing to the commonwealth shall be appropriated to the encouragement of learning. The Auditor was directed to open an account to be designated the Literary Fund.

In 1818 an act was passed for the annual appointment by the court of a board of school commissioners. Each county was to receive such proportion as its free white population of the State, for the education of poor children. This money was appropriated from the Literary Fund. This was the first provision made for the education of poor children, and was known as the poor primary school system, attached to the subscription system, and which existed until 1864, when it was succeeded by the present free school system.

In 1842 the county court appointed the second board of commissioners, part from the east side and part from the west side of the Monongahela river, and this division of the east and west side was kept up as long as the system continued.

Under the act of March 5, 1846 amending the Primary School system, the county court of Monongalia county October 25, 1846, divided the county into twenty-seven districts, and appointed a school commissioner for each. The rate of tuition, in 1859, was by the day; three and one-fourth to three and one-half cents per day was the general average.

THE FREE SCHOOL SYSTEM

The patriotic men who, refusing to follow the State in secession, stood fast by the Union, and who were driven to advocate the formation of a new State, and who were chosen to frame a constitution for it, had seen the beneficial workings of a uniform system of free schools in the adjoin-

ing states, as well as in other states of the Union. They foresaw the trouble such a system would encounter, and knowing the difficulties that would attend such a system, they placed it beyond the reach of the passions and prejudices of the hour. They put into the first constitution of West Virginia the clause which the first Legislature of West Virginia, on December 20, 1863, obeyed, and passed a long act establishing the free school system. The voters of each township were to elect a Board of Education, consisting of three commissioners, and the voters of the county, at the same time, were to elect a county superintendent of free schools. The duties of the Board of Education combined those which are now performed by the Board and the trustees. They had the control of the school property; were to take the annual enumeration of youth between the ages of 6 and 21 years; divide the township into sub-districts; cause a sufficient number of schools to be taught; direct what books should be used; buy lots erect school houses, appoint teachers and fix their wages; visit the schools, etc. The county superintendent, among other things, was to examine all candidates for the profession of teaching, and to those competent, to grant certificates; to visit schools, to encourage the formation of county associations of teachers, and teachers' institutes, etc. He was to receive an annual salary of from one hundred to five hundred dollars, to be fixed by the board of supervisors of the county. The first election of school officers occurred on the fourth Thursday in April, 1864.

The Legislature of 1866 amended and re-enacted the entire school law, in that year for the first time were trustees provided for. Up to the year 1867 the law provided that schools should be kept open six months in each year. In the said year it was enacted that the schools should be kept open at least four months, and that no township which failed to lay a school levy in any year should receive any part of the State fund in such year.

The Free School system was retained in the constitution of 1872, which enjoined upon the Legislature to provide by general law for a thorough and efficient system of free schools.

The Acts of 1872-3 provided that the county superintendent should be assisted by two examiners, appointed by the presidents of the Boards of Education in the county, in the issuing of teachers' certificates.

COUNTY SUPERINTENDENTS

The county superintendents of free schools of Monongalia county, up to the present time, are as follows:

1864-1866, H. W. Biggs, who removed from the county and George C. Sturgiss was appointed to fill the vacancy.

1867-1869, Henry L. Cox.

1869-1871, Henry L. Cox.

1871-1873, Henry L. Cox.

1873-1875, Rev. J. L. Simpson, who did not serve; Henry L. Cox was appointed to fill the vacancy.

1875-1877, Alexander L. Wade.
1877-1879, Alexander L. Wade.
1879-1881, Bruce L. Keenan.
1881-1883, Benjamin S. Morgan.
1883-1885, Benjamin S. Morgan.
1885-1887, Virgil Vandervort.
1887-1889, W. E. Glasscock.
1889-1891, W. E. Glasscock, who was in a short time elected to clerk of the circuit court of Monongalia county; M. L. C. Brown was appointed to fill the vacancy.
1891-1893, M. L. C. Brown.
1893-1895, D. B. Waters.
1895-1899, D. B. Waters.
1899-1903, Stephen Mason.
1903—, Jesse Henry.

ORGANIZATION

To A. L. Wade belongs the honor of being the author of a graduating system for country schools, which has had a marked influence for good on the schools of Monongalia county. The first class was formed in 1875, and was called the Class of 1876. Two hundred and sixty-one pupils entered the class and 196 completed the course and received diplomas.

To B. S. Morgan belongs the honor of being the author of an outline course of study, which has proven to be a great help to teachers in their work, and has met with great success throughout the State. This outline course of study was introduced in the common schools of Monongalia county in 1880. The Teachers' Association of Monongalia county was organized by Superintendent Sturgiss on December 27, 1865, and continued to meet twice a year at Morgantown until 1869. On December 27, 1870, a county institute was held at Morgantown by appointment of the State Superintendent.

Since 1879 county institutes have been held for one week in each year at Morgantown. The Free School system did not go into effect in Monongalia county until 1865. It is said that Grant District was the first to open free schools, and that Cass and Clinton were the next to follow.

Monongalia county is divided into eight school districts, viz: Battelle, Clay, Cass, Clinton, Grant, Morgan, Union, and the Independent District of Morgantown.

With but one school house forty years ago, worthy to be called a school house, and that one Fort Martin, located in Cass District, we now have 118, the most of which are very good buildings. This is a revolution that can not go backwards.

The length of school term in Monongalia county is five months. The salary of teachers holding No. 1 certificates ranges from \$33 to \$40 per month; for No. 2 certificates, \$26 to \$33 per month.

The enumeration shows a school population of 5,972.

The schools of Monongalia county are advancing, people are becoming

more interested in the cause of education. The board of education are supplying the schools with better apparatus, slate blackboards, maps, etc. Libraries are being started.

District institutes for the betterment of teachers and those interested in education are held each month in the several districts of the county.

The acts of 1903, establishing the uniform system of examinations, in West Virginia, while it has caused a scarcity of teachers for the present, I sincerely believe will revolutionize the Free School system. We will have better teachers, better schools and a general advancement of the Free School system.

And to raise the standard of education in Monongalia county we must have better attendance, more enthusiasm among the pupils, and more solid progress by them; a growing appreciation of the people, and more general co-operation by them, and the improved qualifications and better work of teachers.

Monroe County

BY B. F. HOYLMAN, SUPERINTENDENT

Owing to the fact that Monroe county is strictly an agricultural section, and having but few towns, no normal schools, nor universities within



A SUMMER SCHOOL IN MONROE COUNTY

its boundaries, there have been no phenomenal changes in the upbuilding of her public school system. The educational forces of the county, teachers, and school officers, have been on the alert, and the schools of the county have been constantly improving, teachers are becoming better qualified, pupils and parents more interested in education, and from present indications advancement along the lines of education, better schools and more competent teachers is the desire of the people.

The teaching force of the county consists of young men and women from the best families, and are devoting their best energies to the betterment of our schools.

Some of the districts have a six months term of school, others have only five.

During the spring and summer we have a number of "Summer Normals" conducted by our best teachers, and largely attended by the young people and teachers. Quite a number of the teachers of the county have attended some one of the normal schools of the State that they might better prepare themselves for their work.

The teachers of the county take an active part in the teachers' meetings, such as district institutes, reading circles, and district associations. These meetings have proven to be a great source of help, especially to the young teachers.

Upon the whole the schools of Monroe county are improving rapidly, and advancement seems to be the watchword in educational circles.

The future prospects for the schools are encouraging, and all concerned are aiming to make them a success.

McDowell County

BY F. C. COOK, SUPERINTENDENT

The real history of the school system in McDowell county begins with the recent material development of the county, covering a period of about fifteen years. Previous to that time there had been no appreciable advancement in the system and but little, if any, improvement in the schools. During that period the system has developed very rapidly, the results have been decidedly favorable, and, while the work has not been altogether satisfactory, it has, in a measure, kept pace with the great material development of the county.

No statistical information relative to the schools of the county previous to the year 1885 can be obtained, but by reference to the report of the county superintendent for that year we find that there were only nine school houses in the county, and those were log houses.

It is a source of amusement for those who are acquainted with the situation to glance at the list of teachers employed at that time,—all holding first grade certificates,—and compare them with the teachers at the present. But few of those teachers were sufficiently well advanced to enter

the intermediate grade in our public schools today. But two of the teachers who taught in the county fifteen years ago are teaching now.

The space allotted to this sketch will not permit an elaborate account or a detailed statement of the growth and advancement of the schools, but a comparison of conditions and advantages existing fifteen years ago with those at the present will suffice to give an idea of what is being done.

Then there were about forty teachers, none of whom had ever attended a school other than the public schools of the county or a summer "subscription school;" there were nine school houses, worth less than one hundred dollars each; there was no furniture except "home-made" benches, and no apparatus of any character; the school term was from three to three and one-half months, and the teacher's salary fixed at the minimum allowed by law; the "three R's" constituted the curriculum, and but few pupils completed the course contained therein.

Now one hundred and fifteen teachers are employed, a large majority of whom have attended the State Normals, the University, or some reputable college, many of them being graduates and having special training for school work; there are seventy-eight school buildings belonging to the districts and several others under course of construction, costing from three hundred to six thousand dollars each, and practically all of them furnished with the best modern school furniture, fixtures and apparatus. The total value of school property reported for the year 1902-03 was \$51,276.00. Seventy of the schools have an eight-months session; twenty-seven have six months, and eighteen, five months. The salaries for first grade teachers are from forty to fifty dollars per month, and the total amount paid to teachers for the year 1902-03 was \$30,018.25. All the branches prescribed for use in the public schools are being taught and in many instances the higher branches. Libraries have been established in some of the schools and during the past year more than 400 volumes of choice literature were added.

While the results are gratifying there are many difficulties which stand in the way of progress, and under existing conditions it will likely never be possible to reach the highest degree of advancement.

One trouble incident to the coal and lumber districts, and which we can not hope to overcome, is the character of a considerable element of our citizens who are locally designated as the "floating population." These people live but a short time at any one place and are constantly shifting and transferring their children from one school to another with the result that very little advancement is made by such pupils. In some instances the enrollment is almost completely changed during the term of school, and teachers upon returning to a school for the second year rarely find the same list of pupils who were enrolled the previous year and quite often find a complete change.

The most rapid development has been within the past five or six years. During this time those old fogy ideas which formerly predominated have been practically stamped out and exist today only in the minds of those

whose influence, power, and control over boards of education once dictated and directed our educational interests.

By careful selection we are now supplied with boards of education who earnestly and conscientiously guard the interests of all classes, and who do not hesitate to draw upon the public fund when the interests of the schools demand it, and we expect in the future better houses, better furnishings, better salaries, and ultimately a much higher grade of schools.

An effort is being made to more thoroughly grade the schools, and looking to that end some of the boards have declared all schools employing more than one teacher to be graded schools under the section of the law granting that authority.

The first graduates from the public schools of the county were turned out last year. This class was from the Hallsville school in Brown's Creek district. A number of the schools in the county have reported that there will be candidates for graduation this year, and that larger classes are preparing to complete the course next year.

The question of consolidation has been given some consideration, and, though there is considerable opposition, based mainly upon the condition of the roads and other inconveniences in the way of travel, some of our boards have adopted a system by which we will be able to combine a number of the schools in the densely populated sections. In pursuance of this plan one of our boards this year consolidated five schools and built a house at a cost of six thousand dollars. There are four teachers in charge of the school and more than two hundred and twenty-five pupils attend. The results are so very satisfactory that further action will be taken in that direction next year.

Under the existing conditions the schools of this county are conceded to be making as rapid progress as could be expected, but it is to be hoped that we may be able to overcome some of the difficulties and disadvantages standing in the way, and that the efforts of those interested may be crowned with greater success than they now anticipate.

Ohio County

BY SUPT. GEO. S. BIGGS

The first free school of Ohio county was founded in the year 1848.

Ohio county was among the first of the State to adopt the free school system. This county now has sixty-seven schools and the most of them are well provided with libraries, maps, charts and the other requisites for successful teaching. The school term is being extended and the School Fund is becoming larger and Ohio county has as intelligent looking a corps of teachers as you would find anywhere on the globe. The West Liberty State Normal School and the county and district institutes are great helps to the Ohio county teachers.

The Elm Grove Graded School is the largest in our county, having six teachers and an enrollment of over two hundred pupils.

The other large schools of our county are: The Triadelphia Public School, Park View Public School, Edgington Lane Public School, Leatherwood Public School, Fulton Public School and The Valley Grove Public School. The first county superintendent of schools was S. G. Stevens and the present one is Geo. S. Biggs, West Liberty, W. Va. Ohio county has nearly three thousand pupils of school age, most of whom attend the public schools and the remainder attend Catholic and other private schools. The principals of the graded schools receive fifty-five dollars per month and the assistant teachers forty dollars per month.

The most of our school houses are frame with the exception of a few brick buildings. The most of them are heated with coal and the remainder are lighted and heated with natural gas. Ohio county contains one hundred and twenty square miles. The hills and valleys of Ohio county are dotted with these school houses and every boy and girl has easy access to obtain a good education.

Wonderful progress and advancement is being made and the boys and girls of ten years of age know more than those of twenty years, when they had the log school house with puncheon doors and floors, goosequill pens and soapstone pencils.

Preston County

BY ARTHUR W. CARRICO, SUPERINTENDENT

The public schools of Preston county have had a steady growth from the time the State was admitted into the Union in 1863, when there were fewer than 25 school houses in the county.

There are now 170 school buildings in the county, the majority of which are of frame construction, except those of Kingwood and Terra Alta, which are built of brick and are of modern construction and convenience. These two schools employ 13 teachers. Nearly all the school buildings in the county are furnished with modern seats, and the majority are supplied with maps, globes, mensuration blocks and reading charts.

Seventy-five per cent. have slate blackboards.

Recently constructed houses are built with a vestibule or cloak room, and are finished throughout in hard oil. Quite a number of houses have recently been painted with three coats of paint inside and out.

All the town and village schools have libraries, and also a small number of district schools have started libraries. The total valuation of all school property in the county in the year 1903 was \$150,000.

The county expended in the year 1903 for all school purposes \$33,000.

The total enumeration of white and colored youths in 1903, was 7,439. Of these 6,033 or 80 per cent. were enrolled in the public schools.

The county employs 197 teachers, of whom 78 hold first grade certificates.

The average salary for first grade certificate this year (1904) is \$36 per month.

Of the 197 teachers in the county 38 have been teaching more than 10 years, 28 more than five years, and 30 more than three years. All the schools of the county have a five months term.

Teachers' District Institutes have added materially to the educational advancement of our county and are looked upon as indispensable.

The natural wealth of the county is just beginning to be developed, and perhaps no county in the State will witness greater advancement within the next five years along educational lines than Preston.

It may not be amiss to say that the schools of Preston county are experiencing a season of prosperity, and that they are not surpassed by any schools of similar nature in the State.

The list of County Superintendents is large. Among the records may be found the names of James P. Smith, Thos. Fortney, John H. Feather, deceased, Peter R. Smith, now living at Kingwood; W. S. Bayles, Jos. H. Hawthorne, now Circuit Judge in Illinois; Aaron W. Frederick, B. M. Squire, Ben H. Elsey, now teaching in the public schools; Wm. G. Conley, now prosecuting attorney for Tucker County; Lorain Fortney, now Principal of West Liberty State Normal School; Horatio S. Whetsell, editor of The Preston County Journal, and Frank W. Gandy, now Principal of Terra Alta schools.

Ritchie County

BY L. H. HAYHURST, SUPERINTENDENT

The history of education in Ritchie county up to the time of the establishment of the general free school system, is very meager on account of there being no records to which to refer.

Ritchie county was formed in 1843 from portions of Wood, Harrison, and Lewis, and named after Thomas Ritchie, for many years editor of the *Richmond Enquirer* and later of the *Washington Record*. It is wholly in the valley of Hughes river, which was discovered in 1772, and named by Jesse Hughes, who afterwards participated in the great Indian battle of Point Pleasant. At this time it was an unbroken wilderness and continued so until about the year 1800, when a number of isolated settlements were started. These were connected by bridle paths and their nearest store was Marietta. The early pioneers were mostly honest and industrious; their life rude and simple; their wants were few, but they were happy.

There were no schools in Ritchie county until 1810. In that year John Ayres came from Rockbridge county, Virginia, and taught a school at the mouth of Cedar run. The house in which he taught had been used as

a dwelling, but had been vacated as soon as the owner was able to erect a better one. The first school building was erected in 1814 on the land now owned by John Kennedy. The second teacher was Samuel Rittenhouse, who came from Harrison county; the third, Adam Deem, Jr., of Pennsylvania; the fourth, Barcus Ayres, son of John Ayres, the first teacher.

Until the establishment of the free school system, the schools were all supported by private subscription, and were all primary schools. Reading, writing, spelling and arithmetic were about the only branches taught. The schools and school houses corresponded to the crude life of the pioneers. Any one could teach that desired to, and their qualification, with few exceptions, did not extend beyond the ability to teach reading, writing, spelling and arithmetic.

At the beginning of the present free school system, school houses were few and far apart, the most of them being log cabins. Now there are 153 frame and three brick houses. Last year, 1903, there was an enumeration of 6,224, an enrollment of 4,939, and an average daily attendance of 3,882. The schools, in 1902, cost the county \$41,987.39; \$30,158 being paid to its 170 teachers.

According to the law of 1863 providing for the division of the counties into townships, Ritchie county was divided into four, now called districts, as follows: Clay, Grant, Murphy, and Union.

Clay is the most northern district. Its first school was taught by John McCauley in a log cabin on Lynn Camp. There are now forty-two schools, three being graded, with an enrollment of 1,200.

Grant, the most western district, is the largest. Its first school was taught on Rush run, one mile from Cairo, by John Piatt, about the year 1821. There are now forty-seven schools, three being graded, with an enrollment of 1,600.

Murphy, the most southern district, is the second in size. The first school in the county was taught in it at Cedar run. It has forty-four schools, one being graded, with an enrollment of more than 1,300.

Union, the most eastern district, is the smallest. Its first school was taught by P. F. Randolph in 1818. There are now thirty-three schools, two being graded, with an enrollment of more than 1,000.

Harrisville Independent district was formed in 1883. The special advantages thus gained has made it one of the leading schools of the county.

The school building is a substantial four-room brick and plans have been made for an annex of four rooms before another term begins. The school has a library of more than four hundred volumes. At the present time five teachers are employed with an enrollment of 190. The course of study covers twelve years work. With several thousand surplus in the treasury and plans for a new building, made the prospects for educational advancement in Harrisville are very good.

Ritchie county may congratulate herself on the advancement she has made in the last twenty years. Recent legislation has done great good, but there is yet much to be done.

Roane County

BY PRIN. W. R. OORBY, SPENCER

Roane county was formed in 1856, from portions of Kanawha, Jackson and Gilmer. At present it contains seven magisterial districts: Spencer, Harper, Curtis, Reedy, Geary, Smithfield, and Walton. Also, the Spencer Independent district, created in 1872, is a factor in the educational history of Roane county.

The first settlement in Roane county was made in 1812; and six years later the first school was organized in the county; but this school was not at the place of first settlement.

The records of pioneer days recount the well-known difficulties in securing books, teachers, and buildings, yet, withal, educational interests were not neglected, and the schools multiplied apace with the numerical growth of the population.

The peculiar Virginia system was the only one that prevailed in Roane county prior to the Civil War period. It followed a plan something as follows: A teacher was employed for a term (usually three months), at a specified salary. The salary was then apportioned *pro rata* among the pupils and orders were drawn upon the parents and guardians. These orders the teacher took and collected, *if he could*; if the parent refused to pay his portion, or was unable to do so, the teacher returned the order to the Sheriff, who redeemed it. In practice, this system was very objectionable, for those pupils whose parents paid were often favored, and they taunted the poorer ones with being "paupers." However, many excellent minds developed under that system, and some of the best among the so-called "paupers."

The first school taught within the present limits of Roane county was in Geary district, in 1818. William Hodge taught three months in a five cornered log hut; the building was without floor, and possessed the proverbial greased paper windows. This school continued at irregular intervals till 1847, when a more suitable building was erected.

The first school in Smithfield district was taught in 1841; there were in attendance fourteen pupils. Here, also, the building was of the most primitive kind; but in 1847, a substantial one was built on Flat Fork of Poca river.

The educational dawn in Walton tinged her skies in 1824, when Dr. Conoly taught a subscription school, in a 12 x 14 log house. It is recorded that he received in payment a dog, and the skins of wild animals; with possibly a little specie.

In 1828 Chas. Drodgy taught a school at the mouth of Johnson's creek.

In Harper district the first school taught was conducted by Asa Harper, in 1839, at the mouth of Flat Fork. In 1842, a large five cornered log house was built for school purposes and continued in use many years.

In 1832, a rude building was erected in Curtis district, and Elias Alexander was chosen the first teacher. This building was located on the Left Hand Fork of Reedy.

Thomas Cain taught the first school in Reedy district in 1832-3. His school consisted of twenty pupils, and was located at the Three Forks of Reedy. The building was without floor, windows, or furniture, except puncheon benches. Following this other schools were taught in Reedy district by Mortimore Allen McClung, both before and after the Civil War. His connection with the schools at that particular period and his broad and unbiased views brought him into prominence as one of the most enthusiastic and progressive local school men of the times. Three sons, Dayton J., John A., and Park W., and four daughters, Signora, Matilda, Madalene and Roxie, following in the footsteps of a worthy father became successful teachers, and school officers.

The first school in Spencer district was taught in 1833 by Robert Mitchell. This school was one-half mile above the mouth of little Spring Creek. This building was more modern; for, while it had no floor and only greased paper windows, it boasted "clap-board desks."

The first school in the town of Spencer was taught by John S. Spencer. Other early teachers were William Armstrong and John Shedd. When these were taught, Spencer was known as Tanner's Cross Roads and New California. James Sprinston taught first after the name became Spencer, in 1858.

At present (1903) Roane county has 163 schools in 153 buildings. The log school house, except in one instance is gone. The peripatetic pedagogue has given way to well qualified men and women, and perhaps in no interior county is the educational standard rising more rapidly than in Roane. There are four graded schools in the county. At Walton a 2-room school; also at Gandeeville; at Reedy a 3-room school under the principalship of Josiah Stutler. At Spencer, a splendid brick building of eight rooms, under the principalship of W. R. Gorby. The enrollment at Spencer is over 400, and the rapid growth here makes a full high school course imperative. And it is probable that such a course will be added soon.

For several years a leading feature of Roane county's educational work has been the Spencer Summer Normal. Here most of the teachers of the county prepare for examination; and indeed the surrounding counties as well, are represented. In the summer of 1903 the enrollment was 236, and it is believed this is the largest school of its kind in the State. Students receive full credit at the University for work done in the Normal; and the success of the students fully attest the character of the work done.

The present County Superintendent of Roane county, Prof. N. L. Chancey, is a man of broad views, and strong personality. The marked increase in educational interest since he has been at the head of the county system of schools promises to bring about many needed reforms. Prof. Chancey is a practical school man, a teacher or experience and in full sympathy with the teachers under his charge.

On the whole, the teachers of the county are aiming toward better things. The Reading Circle, the District Institute, and the system of

Uniform Examinations all tend toward the development of better methods, and broader culture.

"Our common schools; O, let their light
Shine through our nation's story,
Here lies her strength, her joy, her pride;
Here rests her future glory."

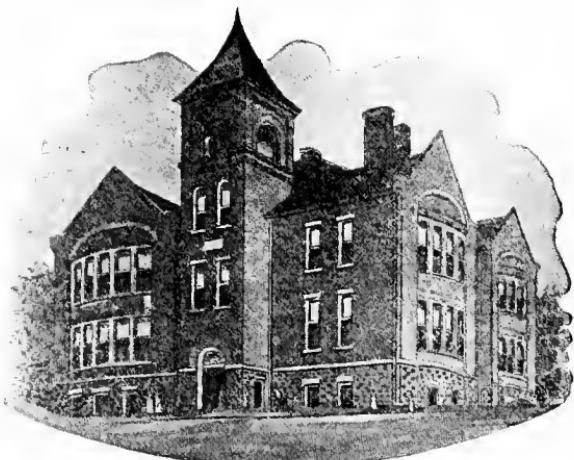
Summers County

BY GEO. W. LILLY, SUPERINTENDENT

Summers county lies in the Southern part of West Virginia, in Longitude 81° West and Latitude 37° North. It was established by an act of the West Virginia legislature in February, 1871, and organized in the following March. It was formed from territory then belonging to the counties of Fayette, Greenbrier, Mercer and Monroe.

The close of the war found the territory now embraced in the county, practically without both schools and churches and it was not until about the year 1868 that any interest was manifested in either schools or churches.

That portion of the county taken from Fayette had not a single school. From Greenbrier county's territory we received, as nearly as I can learn, not more than four schools; from Mercer county six, and from Monroe county six, making a total of sixteen in the county at its formation; and immediately after the adoption of the Constitution of 1872, which prescribed that the legislature should provide for a "thorough and efficient system of Free Schools," our people awoke from their lethargy and made



MAIN BUILDING, HINTON

rapid strides until our system today is as good as can possibly be made under the existing circumstances.

The primitive school buildings (a few of which are still standing) were very rude structures, being built by the public spirited citizens without cost to the county or district. These houses were only sixteen feet square, without any chimney (one end of the house being left uncovered for the space of five feet to afford a passage for the smoke), the whole end being used as a place in which to build fires. The furniture consisted of small logs split into halves and "pegs" used as legs. These houses were all "cabined" off, covered with boards held down by "weight poles," and only a very few floored with "puncheons," the others having the "bare earth" for floors. Windows were unknown, and a rough board was used as a "writing desk." The teachers were scarce, none trained in colleges, normals, or high schools, and teachers that were proficient in the three R's, Reading, "Riting" and "Rithmetic," were in constant demand at salaries ranging from fourteen to twenty dollars per month and when such teachers could be secured they were considered quite a luxury.

During the ten years extending from 1890 to 1900, there was the greatest possible activity among the friends of education. Boards of Education throughout the county were then discarding the old log buildings and erecting new frame cottages, supplying them with ample light, blackboards and the best of modern school furniture, and many of them, apparatus. In 1890, the schools of Summers county had increased from 16 at its organization to 120 primary schools, two graded and one High School.

But at no time in the history of Summers county has the zeal for education been greater than at the present. January 1, 1904, all the old school buildings are being replaced by modern ones with ample room, light and modern furniture, cloak room and everything for the convenience and health of both teacher and pupils. These new buildings are 24x36 feet, 14 feet from floor to ceiling, well equipped and cost ready furnished \$850.00 each.

Such has been the zeal of Summers county's citizenship, that every obstacle has been gallantly met and overcome, and school property is guarded as a treasure, the value of which cannot be computed. Summers county, at its organization, could not boast property worth one cent and now at the opening of 1904, she has to her credit property worth \$125,000.

Summers county now has 140 schools in which are employed 175 well equipped teachers, at an average salary of \$31.00 per month, has enrolled 4,800 pupils from a total enumeration of 6,500, and has an average daily attendance of 3,850 at an annual cost per capita of \$8.80, based on attendance, \$6.20 based on enrollment and \$3.50 based on the enumeration.

At its organization and for several years thereafter, Summers county had only one lady teacher, Miss Mollie Jordan, daughter of Gordon L. Jordan, Summers county's first representative in the West Virginia legislature. But the gentle zephyrs which pass through its beautiful valleys and waft the sweet-scented smell of delicious fruits and ever blossoming flowers and the glad song of ever singing birds up the mountain sides towering from 1,500 to 2,500 feet above the sea have awakened in the

bosom of the Summers county maidens an enthusiasm for education which will not abate, and is the wonder and admiration of our stalwart sons, who have been giving place to the ladies, until now 75 per cent. of our noble and true-hearted teachers are ladies.

The upbuilding of the present system in the county has been materially aided by her efficient county superintendents, viz:

John Pack, the formation of the county to 1873.
C. L. Ellison, Forest Hill district, 1873 to 1877, 2 terms.
D. G. Lilly, Jumping Branch district, 1877 to 1881, 2 terms.
Jas. H. Miller, Green Sulphur district, 1881 to 1883, 1 term.
H. F. Kesler, Talcott district, 1883 to 1885, 1 term.
C. A. Clark, Pipestem district, 1885 to 1887, 1 term.
V. V. Austin, Pipestem district, 1887 to 1889, 1 term.
J. F. Lilly, Jumping Branch district, 1889 to 1891, 1 term.
Geo. W. Lilly, Jumping Branch district, 1891 to 1893, 1 term.
J. M. Parker, Jumping Branch district, 1893 to 1895, 1 term.
Geo. W. Leftwich, Forest Hill district, 1895 to 1899, 1 term.
H. F. Kesler, Talcott district, 1899 to 1903, 1 term.
Geo. W. Lilly, Jumping Branch district, 1903.

In 1887 our people determined that their children should have better educational facilities, and tiring of sending them away to other schools, they filed a petition with the School Board, then consisting of J. C. James, President; S. W. Willey and James Briers, Commissioners, and J. M. Carden Secretary. The High School was established with three teachers, viz: J. H. Jordan, principal; V. V. Austin and Miss Mary Ewart as teachers. I may say here that the grounds cover eight full size city building lots, four of which were donated to the Board of Education by the Central Land Co. of West Virginia, and the remaining four were purchased. These grounds alone are now worth about \$30,000.

The first building was a brick structure containing four rooms, but soon after the Board found it necessary to add two rooms, which with this addition was sufficient to accommodate the pupils until 1895, and in which year it was determined to build a more spacious building and equip it with all modern appliances for the continually growing enrollment. The building was supposed to cost about \$20,000, and the Board was forced to borrow \$12,000, and with this amount the Board could raise a sufficient fund to build the house. Accordingly an election was ordered to be held December 31, 1895, which resulted in a majority of 301 to 16 in its favor. Work was immediately commenced on the structure and the fall of 1896 marks its completion in time for the opening of the school. New branches have been added from time to time and additional teachers employed until now the opening of 1904 finds it second to no school in Southern West Virginia.

J. T. Hoffman, President; S. W. Willey and James Sims, Commissioners, and J. B. Lavender, Secretary, comprised the Board of Education under which the new building was erected.

The present Board, Wm. H. Sawyers, President; R. E. Noel and J. D. Roles, Commissioners, and W. E. Price, Secretary, have been untiring in

their efforts to make this the best school in the State. Especial care has been taken to make the sanitary condition good; much new furniture and apparatus have been recently added, until now the building with its grounds and appointments is valued at \$75,000. The enrollment is now 600 with an average daily attendance of 497. The school consists of the primary grade and the High School department. After graduating from the High School a pupil is prepared to enter the West Virginia University.

This school is now in charge of Prof. H. F. Fleshman, superintendent of the city schools, with a corps of fourteen well equipped teachers—a majority of whom are graduates from well known colleges or seminaries. Prof. Fleshman is a ripe scholar, a very genial gentleman and has had 16 years experience as a teacher, and has shown his qualifications for this important position which he has held for four years, during which time this school has become one of the leading schools in the State.

GRADED SCHOOLS

have been established as follows: In the town of Avis in 1891, with two teachers which has since been enlarged until now there are four well equipped teachers. J. M. Parker, a teacher of recognized ability and many years experience, is the principal. This school has eight grades and pupils upon graduation are admitted into the High School.



HIGH SCHOOL GROUP, HINTON

AT TALCOTT

with Miss Belle Alderson, a graduate of the Lewisburg Female Academy as principal, with, at the present, only one associate teacher, but the growing interest will in the near future make necessary the employment of two more.

AT JUMPING BRANCH

with J. W. Cales, a teacher of several years experience as principal, with one assistant. This school has been, since its establishment, doing good work, and the citizens are very proud, and ere long the increasing enrollment will make necessary additional teachers.

THE HINTON COLORED SCHOOL

established as a graded school in 1897, employing four teachers. This school is well appointed and affords a means by which the colored youths are acquiring a splendid education. Graduates from this school are admitted in the leading colored schools of the country. The school building grounds, furniture and apparatus are valued at \$8,000.

Tucker County

BY C. U. ADAMS, SUPERINTENDENT

In Tucker county there are seven school districts, namely: Black Fork, Clover, Davis, Dry Fork, Fairfax, Licking and St. George.

In Black Fork there are three graded schools as follows:

Parsons graded school, employing six teachers, with an enrollment of 270 pupils. Average daily attendance, 225.

This school has a library of about 300 volumes, also an organ, charts, globe, wall maps, cyclopedia, slate blackboards, patent desks, and mathematical blocks.

Hamilton graded school, employing four teachers, with an enrollment of 162. Average daily attendance of 92. This school is supplied with about the same apparatus as Parsons.

Hendricks graded school, employing three teachers, with an enrollment of 115. Average daily attendance, 80. This school has about the same apparatus as the others except it has no organ or globe and only a small library.

In addition to the towns mentioned above there are 15 school buildings employing one teacher each. About all of these buildings are large enough to accommodate all the pupils who may attend these schools and they are so situated that all are in reach of some school.

Total enumeration of district, 1154 pupils.

Total enrollment of district, 850 pupils.

Total daily average attendance, 676 pupils.

In Clover District there are ten school buildings, each employing one teacher. Most of these buildings are small and unpainted with but few outbuildings.

Total enumeration of district, 475.

Total enrollment of district, 335.

Total average daily attendance, 246.

Davis District has but two school buildings—the Davis graded and high school building and a small colored school.

The graded and high school building is a large brick and stone building of 14 rooms, arranged after the most improved models for convenience and comfort. It is nearly completed and will cost about \$30,000.00.

They employ 12 teachers, the principal receiving a salary of \$1200 for nine months term.

This building is heated by a heater in the basement. It is also provided with a library of about 500 volumes, an organ, charts, wall maps, cyclopedias, and mathematical blocks. Enrollment, 482; average daily attendance, 406.

Total enumeration of district, 605.

Total enrollment of district, 508.

Total average daily attendance, 420.

In Dry Fork District there are 12 school buildings, employing 13



THOMAS PUBLIC SCHOOL

teachers. The most of these buildings are painted and are large and commodious. About half of them are starting libraries. All are provided with charts and a few with slate blackboards.

Total enumeration of district, 459.

Total enrollment of district, 357.

Total average daily attendance, 242.

In Fairfax District there are one graded school and five primary schools, employing 13 teachers. The Thomas graded school has six rooms, and employs seven teachers. This building is supplied with a system of electric bells, library of about 200 volumes, wall maps, spring map case, tellurian and globe, charts, cyclopedias, etc. This district supplies free text-books for its pupils. Over 1000 books have been put into the schools this term and the plan is being attended with good results in a place where such provision was sorely needed.

Enrollment in the Thomas schools, 376.

Average daily attendance, 290.

Total enumeration for the district, 773.

Total enrollment for the district, 554.

Total average daily attendance, 368.

In Licking District there are seven schools. These buildings are small and unpainted and some of them in a dilapidated condition. Only a part of these schools have teachers this winter, so that I am unable to give the attendance, etc.

In St. George District there are 14 school buildings, but a number of them are vacant owing to low wages and scarcity of teachers. A number of these buildings are much dilapidated; furniture in bad condition and little or no apparatus worth mentioning.

Estimated enumeration of entire county, 4158.

Estimated enrollment of entire county, 2986.

Average daily attendance of entire county, 2079.

Tyler County

BY D. L. TALKINGTON, SUPERINTENDENT

The schools of Tyler are progressing in a very satisfactory manner. We do not boast of an ideal common school system. We see the need of many improvements, many which we are making now and many others which, we hope to see made in the near future.

As to buildings and apparatus, Tyler may not be up with some of the older and more favored counties, but for thoroughness of the work done in the rooms, we claim to equal the best.

Tyler, though rich in oil and gas and many of the other pursuits of wealth, did not make great progress until the recent developments of those two named commodities began in the early nineties. Since then

our progress has been rapid not only in the material, but in the intellectual as well.

Tyler has now 130 schools, with an attendance of 4116 pupils. The total enumeration being 5166, over 80 per cent. of the enumerated youths of the country are enrolled in the common schools.

The average term in Tyler is six months and the average wages throughout the county for first, second and third grade teachers are respectively, \$40, \$35 and \$30 per month. Average number pupils enrolled in each room of the graded and high schools, 42; in the rural district schools, 30.

We are glad to report that there is a growing sentiment in the county for better buildings and more suitable grounds. The boards of education of Lincoln and Ellsworth Districts in response to this sentiment have been building some very beautiful, well-appointed, modern schools. A cut of one of the Lincoln district schools accompanies this sketch. Several of these schools have been built and for the one-room rural district schools we think they are about the thing.

Education in Tyler does not date back of the formation of the State. So little was done in educational affairs while this county was a part of Virginia that it need not be mentioned in this sketch. Free schools were established in 1865. The first examination under the free school system in this county was held in Sistersville August, 1865. Miss Emeline Jones, the first applicant, received a second grade certificate.

The schools did not make much progress till about 1880. At that time the county was supplied with buildings sufficient to accommodate the pupils. By that time all of the old log houses had been abandoned and places filled by very comfortable frame buildings. Since then we have made steady progress.

The teaching fraternity of Tyler we think second to none in the State. Several of our teachers are trained graduates of the normal schools of this State or of the adjoining states. Many others are graduates of recognized high schools or denominational schools of standing. Many others have attended the normal schools but have not graduated.

The Sistersville public schools employ 20 teachers and a superintendent, and have enrolled over 900 pupils. This is an ideal school from the primary room to the high school. For completeness and thoroughness of the work done in all the grades and in the high school the Sistersville public schools have few equals south of Mason and Dixon's line. This school has developed during the last ten years from a poorly graded four-room school to its present condition. Much of the progress of this school is due to its worthy and efficient superintendent, Prof. M. E. Hess, who is doubtless one of the ablest school-men in the State.

The Middlebourne graded school employs four teachers and has enrolled 130 pupils. Prof. T. P. Hill is principal this year and is doing all that can be expected. The building is not large enough to properly accommodate the pupils.

The Friendly graded school employs, at present, three teachers and has enrolled 110 pupils. Prof. V. C. Snodgrass is principal and is doing

good work. Through the untiring efforts of some of the progressive citizens of the town, Friendly has secured a very suitable modern school building.

The Alma graded school employs two teachers and has enrolled sixty pupils. Prof. Wesley Davis is principal and is getting along nicely. Each of these graded schools will have a graduating class this year of from ten to fifteen pupils. There are several other schools I would like to mention but space will not permit.

All in all the trend of education is onward and upward. The boards of education have been constantly increasing the teachers' wages, improving the buildings, furnishing more complete apparatus and doing all possible to render the schools efficient. The teachers are very energetic and industrious and avail themselves of all opportunities in the normal schools and academies of the State to better qualify themselves for teaching. In view of all these things the future of the boys and girls of our county does, indeed, look bright to us and we feel like exclaiming as did Webster on the Plymouth shore, "Advance then ye future generations; we welcome you to the immeasurable blessings of rational existence, the immortal hope of Christianity, and the light of everlasting truth."

Upshur County

BY W. S. MICK, SUPERINTENDENT

Just thirty years after the Pringle brothers began their pioneer life in the hollow of the Sycamore tree standing on the south bank near the mouth of Turkey Run and nine months after the immortal Washington had left the White House to become a private citizen at Mount Vernon, Mr. Haddox, in a primitive log cabin near the mouth of Radcliff's Run, less than two miles south of the present town of Buckhannon, indeed, within the suburbs of the town, taught the first school in the bounds of the present county of Upshur. This school was supported by private subscription. The interest manifested can only be measured at this date by the liberality of the contributions which, when all collected, and paid over to the first "jolly pedagogue" in the present bounds of Upshur, amounted to the liberal salary of \$60 and board per month. The latter half of this consideration was by compliance with the condition that the teacher go home in turn with the pupils of each patron and supporter of the school. This remuneration is in striking contrast with the meager salary paid by our present district boards of education.

The attendance of this first school was regular, large, and wide. During the three months, the length of the school term, tradition informs us that the inexcusable non-attendance was nothing. Pupils were present at the hour of opening and during the day the program proceeded with the regularity of the clock. Children gathered from a circuit of five miles from the school house answered the roll call, "Here."

Our reliable informer also tells us the names of some who attended this first school. Thomas Carney, Zechariah Westfall and David Casto were pupils, Jacob, John, William and Isaac Cutright and their sister, Ann, and the Oliver children on Cutright Run were also pupils. Adam, Daniel, and George Carper from the present site of Buckhannon were boys in attendance, and the Tingles, the Finks and Hyers from Finks Run were also enrolled.

The second school was established about 1800 on the site of the present court house in the town of Buckhannon and a Mr. Samuel Hall was employed to instruct the children of the neighborhood in reading, writing and arithmetic.

Mrs. Mary Bradley taught the first school at French Creek in the year 1817. Thus the meager beginning of the school history in Upshur county.

To these three schools were added, as necessity and comfort advised, others. The increase of schools was not and could not be satisfactory, owing to the need of children at home, to clear the forest, to tend and collect the crops and otherwise to assist parents in providing for the absolute needs of the family.

In the mind of the pioneer, the greatest and highest achievement in education consisted in the ability to read a morning and evening scriptural lesson, a deed for land, or a stray volume of Shakespeare, or Poor Richard's Almanac, also, to be able to answer notices, to prepare contracts and deeds and to communicate with the land office at Richmond. Along with these marks of proficiency went the ability to add sums, estimate distances, to ascertain areas and to calculate interest. Whenever the child could handle and apply readily the principles of these branches, he was well qualified to meet and combat the contingent experiences of this forest life.

The greatest stimulus to general education with equal school advantages came with the emigration of the New Englanders to this country. This emigration began in the year 1801 with Zechariah Morgan settling on the Buckhannon river near the town of Sago. His story of this new country attracted Aaron Gould, Sr., and his, in turn, brought Robert and Gilbert Young with their families in the year 1811. The years 1814, 1815, 1816 and 1817 brought scores more of these enthusiastic Puritans, who contributed much, immeasurably to the agitation of greater school advantages which was seed sown in good ground and in time bore and is bearing fruit to the glory and honor of Upshur county citizenship. According to their strict ideas of life they forced an educational opportunity and made their children take and improve it.

Continuous battle was waged between poverty and the illimitable forest on one side and ambition and a hope of better future on the other. The acts of the Virginia Assembly of the late forties, giving partial State support to the schools were due in some measure to the violent agitation of the New Englanders west of the mountains. The Poor Fund converted many dwelling houses and churches into school houses. These required teachers and on February 1, 1847 an act was passed by the

General Assembly of Virginia entitled, "An act to incorporate the Male and Female Academy of Buckhannon."

The incorporators by this act purchased a lot in the town of Buckhannon, near where the Episcopalian church now stands on Main street, and built thereon a comfortable one-story school house. Nearly all the students who attended this school became teachers as soon as their preceptor thought them capable. Some became influential in county politics after 1851.

So great was the interest in common school work that many new schools were started and the Poor Fund allotted to this county paid but a small part of current expenses. One teacher of this period tells us that he had thirty-five pupils and got only \$36 from the Poor Fund. Whenever the Poor Fund was not sufficient to compensate the teacher for his services he could choose either to teach for the Poor Fund only, or had to solicit from the patrons, a varied subscription, which was paid in corn, oats, live stock, or currency as provided by the agreement between teacher and patron at the time of the solicitation.

This brings us to the war of the rebellion.

An act passed December 10, 1863, by the Legislature of West Virginia established free schools throughout the length and breadth of this war-born commonwealth.

A State superintendent, a county superintendent and a board of education of each school district has to be duly elected and qualified. The first election of a county superintendent and township school officers was held in every voting precinct in Upshur county on the fourth Thursday in April, 1864, with the result, which we think sufficient for this brief sketch, A. B. Borhabough, afterward a very eminent divine of the West Virginia M. E. conference, till his death in 1901, was chosen as first county superintendent of free schools of Upshur county. No report is left by him to tell the number of schools and what condition they were in at that date, but it is fair to presume that his work was hard and earnest. His successor, J. Loomis Gould, whose administration covered a period of six years from 1865 to 1871, gives a report for each year during his incumbency. His first report shows eighteen schools in operation, one school house, an enumeration of 2643, and enrollment of 535, an average daily attendance of 384. Number of male teachers, 11; number of female teachers, 8; average male salary, \$35 per month, and an average female salary of \$18 per month.

With a view to comparison with this first report the figures of each succeeding ten years up to 1895 are taken. The report of 1875 shows number of schools, 68; enumeration, 3259; enrollment, 2434; average daily attendance, 1484. Number of male teachers, 49; number of female teachers, 24. Average male salary, \$30.08; average female salary, \$30.48. The report of 1885 shows eighty schools, eighty-three school houses, 4023 enumerated, 3195 enrolled, 1973 in daily attendance, 64 male teachers, 26 female teachers. Report of 1895 shows 107 schools, 107 school houses, 4886 enumerated, 3905 enrolled, 2730 in daily attendance, 80 male teachers, 39 female teachers. The report of 1903 shows 132 schools, 115 school

houses, 4925 enumerated, 3985 enrolled, 2699 in daily attendance, 67 male teachers, 65 female teachers. These figures indicate a healthy growth in the past thirty-eight years. At the time of the first report there were eighteen schools and one school house; at the time of the last report there were 132 schools and 115 school houses. An average increase of three schools and three school houses per year.

From the advent of the New Englander into the settlements along the Buckhannon river and the waters of French Creek, Presbyterianism took the lead in progressive educational ideas and affairs. Coming as they did from the highly intellectual atmosphere prevalent in and around Boston, it was but natural that they should take an unusual interest, indeed, the initiative, in providing for a general and a higher education of their children. Just prior to the Rebellion we find the Presbyterians in and around Buckhannon under the wise leadership of Rev. R. Lawson and an earnest educator, bound together in united effort to establish the Baxter's Institute named after Richard Baxter whom Dean Stanley styles "The chief of English Protestant school men" and the author of *Saint's Everlasting Rest*. A lot was obtained and a site selected by the White Oak Grove near the site of the present West Virginia Conference Seminary. Lumber was purchased and hauled on the ground. The contract for the building was let. War came on and the building was deferred. Armies invaded the county, besieged the town appropriated the lumber for camp and camp-fires and Presbyterian hopes for a high grade school were temporarily dissipated.

No sooner had the clouds of war cleared away than that unconquerable thirst for knowledge in the Puritan's breast began to agitate the advisability and possibility of an academy. At this time as well as since, the Presbyterian faith had more devotees in and around French Creek and it was but natural that that place should be the immediate field of operation.

On the 23rd day of February, 1871, the stronger and more well-to-do families of the French Creek Presbyterian church assembled in their church house and prepared papers asking for the incorporation of the French Creek Institute. The charter was granted March 2, 1871. The purpose of this school as stated in their charter was a male and female Academy, "to train up teachers and promote education generally." The amount subscribed and paid upon the charter was \$410 with the privilege of increasing the capital stock to \$30,000. The charter does not expire until 1970, although the school has been for many years suspended and the academy building torn down. The first principal was Dr. Loyal Young. Other principals were Myra Brooks, J. Loomis Gould and R. A. Armstrong, now professor of English in the West Virginia University. This school wielded a wide, beneficent and salutary influence on the future school history and growth of this and adjoining counties.

The next effort toward the establishment of a higher school in the county was the West Virginia Normal and Classical Academy in the town of Buckhannon. Its founders were men prominent in the Parkersburg Conference of the U. B. in Christ Church. Rev. Zebedee Warner, D. D.,

Rev. W. N. Weekley, Revs. C. Hall, J. O. Stevens and L. T. John were foremost in encouraging and consummating its establishment. Prof. J. O. Stevens was the first principal. He was greatly assisted by his lovable and enthusiastic wife, Mrs. J. L. Stevens, now of Dayton, Ohio. Other principals were Profs. L. F. John, W. S. Reese, W. O. Fries, W. O. Mills, now of the West Virginia Conference Ceminary, and U. S. Fleming, now superintendent of the Parkersburg City public schools. This school was moved to Mason city in 1897 and from there to Ravenswood.

This in brief is the history of the public, parochial and academical schools of Upshur county until the location of the West Virginia Conference Seminary at Buckhannon in 1897, an institution that has grown to large proportions in its brief life.

The present educational work in and for the public schools of Upshur indicates a healthy normal growth.

W. S. Mick, the present county superintendent, enjoys the confidence of the teachers and with a tireless and watchful energy and a lofty purpose, is co-operating with and assisting patrons and teachers holding the same high ideals, in making the school system more complete, more effective and more general.

A Friday Institute has been held in each magisterial district with a large attendance and with instructive programs. Saturday Institutes were held during the school term, one every month in each district, with good and lasting results.

Prospects for future growth and development of greater interest by patrons and teachers are indeed flattering.

In closing I wish to express my gratitude to W. B. Cutright, of Buckhannon, for valuable assistance in the preparation of this article.

Wayne County

BY L. G. SANSOM, SUPERINTENDENT

Prior to the year 1862, there were very few schools in Wayne county. All the schools we had were subscription schools, for which teachers were hired by the wealthier settlers. Sometimes the poorer class were allowed to send to these schools. The neighbors would come together and throw up some round log huts, split some poles for seats, put legs in them and build a fireplace in one end of this building, and then they were ready for the teacher and pupils. In 1862 there was some small allowance made from the State of Virginia for the support of free schools in Wayne county. At this time there were five districts in Wayne county, in each was appointed a member and these five constituted the board of the public school fund of the county. During the civil war there were few or no schools in the county. Most of the able-bodied men were engaged in the war and the youths did most always as they pleased.

After the war was over the cause of free schools was again revived, but the progress was naturally slow.

About the year 1867 the bitter feelings growing out of the war between the states having somewhat subsided, all parties now saw the importance of a permanent educational system. The State fund had now accumulated until the boards of education (of which there was one consisting of three members in each district) could now build hewn log houses in the most thickly settled districts of the county, and had funds to pay for about 49 days each school year.

S. P. Webb, of Ceredo was elected county superintendent about this time, and entered upon the duties of his office with vim and vigor. Mr. Webb was educated in some of the eastern colleges, and besides having a thorough training in the common branches, knew something of the classics.

We had by this time so perfected the system that we had a county superintendent and a board of education in each district and three trustees in each sub-district and some State funds coming in.

About the year 1872 we had another State constitutional convention, which met at Charleston. To this convention was submitted some resolutions which had been previously prepared, which made ample provisions for a system of free schools and without very many changes were adopted and ratified by this convention and still remain in our free school system. The boards of education continued to build log houses wherever they were most needed, and now many poor children enjoyed the blessings of a free school education.

At this time there were about 86 schools in the county. About the year 1888 the first frame school house was built in Wayne county. By a series of wholesale laws passed since 1872 up to the present time we have been improving and advancing rapidly indeed, viz: A law passed 1894, lengthening the term of school officers from two to four years. Then a law enacted about the same time creating a county school book board, whose duty it is to adopt a series of text-books for use in the county.

Last, but not least, laws enacted at the session of 1903, creating a uniform State examination for West Virginia; one making a compulsory law that compels parents or guardians to send to school; and one furnishing free text-books.

We have, indeed, made a wonderful effort. From about 20 log huts in 1861 we have now 172 neat frame buildings, well furnished and ventilated. From about 400 children who attended school in this county in 1861 we now have about 7560 in 1903.

The State appropriation in 1861 possibly a few hundred dollars, for 1903 it was \$12,502.97. Now, I think when we get the law passed for consolidating the schools, and all the present laws enforced we will have no just cause of complaint.

Wetzel County

BY S. L. LONG, SUPERINTENDENT

It is not our aim in this brief sketch, to give a complete chronology of education in Wetzel county from its formation to the present time, but our aim will be to give the reader a brief outline of our wonderful progress along educational lines within the last half century.

The first schools taught within the borders of what is now Wetzel county were subscription schools. These were taught mainly by teachers from other states, principally from Pennsylvania and Ohio, and were called "foreigners" by the average citizen of those days. The school term averaged about twelve weeks; the rate of wages from eight to twelve dollars per month; the teacher boarded around among the patrons of the school and helped the boys do the chores morning and evening to pay for his board.

To be able to read, write, cipher and wield the "birch" was good "stock in trade" and about the only requirements for a teacher.

These schools continued up to the time West Virginia was admitted into the Union. The constitution of the new State provided that the Legislature should establish a system of free schools throughout the entire State. Wetzel was one of the first counties to attempt to put the new system into operation.

This attempt by the advocates of popular education was fraught with many disadvantages. It seems strange to us now that there was any opposition to a measure that gave to all classes an equal chance to secure at least a common school education.

But the advocates of the new law went to work with the determination to make it a success. New houses were built, new district boundaries were established; the attendance at school gained right along; our own boys and girls began to prepare to become teachers themselves—a new era had come.

At first the people were a little doubtful of the home teachers. They didn't think it possible for them to teach and govern a school, but they soon saw their mistake and for the last twenty or twenty-five years the schools of the county have been supplied almost wholly by home teachers, except the last two years. On account of the vast development of the material resources of the county many of our teachers have quit teaching, temporarily, and are working at other occupations more remunerative. This of course makes a scarcity of teachers and makes room for teachers from other counties where work is not so plentiful.

The school houses, at first, were built of logs with the chinks chunked and daubed; an old-fashioned fireplace six or eight feet long; a piece cut from one of the logs, usually on the opposite side of the house from the door, over which greased paper (sometimes panes of glass) was put to admit light. A board or puncheon six or eight feet long placed under this window served as a writing desk, where the pupils were required to stand and write during the writing period. A split sapling, with pins

driven into it for legs, served for seats. But these log houses have gradually given way for modern frame buildings with patent seats and desks.

The old-time apparatus—the dunce cap, dunce block, and birch—has given way to charts, maps, mathematical blocks, globes, etc. To-day the schools of Wetzel county are as good and as well equipped as in any county of the State.

The patrons of the schools are becoming alive to the necessity of good books for the pupils to read along with the studies prescribed by statute. Many of the schools have procured small libraries by giving entertainments of various kinds, and by popular subscription.

The outlook for libraries in every school in the county in the near future is very promising.

The only high school in the county at present is at New Martinsville, the county seat. The present school building, one of the finest in the State, was erected in 1891, at a cost of about \$40,000.00. The building is equipped with modern appliances, apparatus and furniture.

The teaching force, numbering sixteen teachers, is equal to any in the State.

It seems to be the consensus of opinion among the leading teachers and citizens of the county that there should be at least one high school in every magisterial district. With this end in view, the board of education of Grant district are contemplating the erection of a brick building at Pine Grove, and will take a vote, which we have no doubt will carry in favor of a high school.

Some of the other districts are advocating a system of graded and high schools.

The outlook for the schools of the county in the future is very bright.

Following is a list of county superintendents from the beginning of the free school system to the present time: R. W. Lock, John J. Yarnall, Wm. Newman, Geo. K. Franks, J. U. Morgan, J. M. Haskins, Chas. J. McAlister, John H. Wade, L. W. Dulaney, W. T. Sidell, Friend W. Parsons and S. L. Long, the present incubant, and author of this sketch.

Wood County

BY W. T. COCHRAN, SUPERINTENDENT

Early in the history of the State of West Virginia, the Legislature of the State saw the importance of education, as being one of the prime requisites of good citizenship and progressiveness in the citizen and resident of the State, and to promote such citizenship and progressiveness, a system of education was devised and established by law, on such liberal lines as were necessary to secure to all persons, without regard to race or color, between the ages of six and twenty-one years, such education as would fit them to perform the ordinary business transactions of

life. For the professional life a higher education was provided by the establishing of a State University, and Normal Schools, where those desiring to follow the profession of teaching or other professions, might be fitted and prepared for such work. The enterprising and patriotic citizens of "Old Wood County" immediately set about putting into operation and utilizing the system thus provided, so as to secure to the children of school age in the county, the very best possible opportunity for securing an education under the system. To this end the county was laid off into townships and districts (afterward changed in name to districts and sub-districts), county superintendents and boards of education elected, trustees appointed, school houses built, teachers employed and schools opened. The people were eager to take advantage of the opportunity thus afforded, and it was soon found necessary to enlarge and construct new buildings to accommodate the children. It soon became necessary to secure better and more efficient teachers, but it was somewhat difficult to secure teachers of such educational standing and preparation as would meet the growing demands. County superintendents, realizing the necessity of better and more efficient teachers, set about to stimulate, if possible, a higher grade of preparation in teachers. To effect this as far as possible, county institutes were held, and teachers encouraged to seek better preparation, by having educators of high rank lecture on such subjects as would awaken an interest in mental development. These institutes were not provided for by law; their advantages, however, soon



PARK SCHOOL, PARKERSBURG

became so apparent that by legislative enactment attendance was made obligatory upon all the teachers, and instructors were employed by the State Superintendent of Schools. The county superintendents of Wood county were men of a high appreciation of the benefits flowing out from these county institutes, all of them were men of high morality and literary attainments, seeking continually the betterment of the public schools. During the early history of the school system, the schools were not visited so frequently by the county superintendents as was contemplated by law, but subsequently more of it was done, and this was a stimulus to both teacher and scholar. The term of office of county superintendent being at first only two years and unless retained in office for more than one term, there was not that efficiency that would come with a longer term. Superintendent Samuel T. Stapleton held the office longer than any other incumbent, having been appointed and re-elected from time to time, and thus he was enabled to give of his time, eleven years to the work, and the wisdom of his being so retained in office, was manifest in the marked improvement in, not only, the proficiency of the teachers, but also in the pupils. Mr. Stapleton insisted upon advancing the grade of teachers to a higher standard, and his being retained in office gave him an opportunity to do so in such a gradual way as to make but little irritation, and great improvement was the result, in all departments of the public schools; teachers either dropped out of the profession or had to better prepare themselves for their work; they must work harder to keep up with the rapidly advancing scholars in the schools. Under his administration the work of visiting the schools was efficiently done, going into all the schools of the county, and assisting both teacher and scholar in the work. What I say about Mr. Stapleton is no less true of all the superintendents of the county, but their short terms did not give their work an opportunity to manifest itself in such marked degree. So it was that school houses increased in number, and each succeeding one was a better one than its ancestor. Perhaps the most marked improvement in any of the schools of the county is to be found in the schools of the city of Parkersburg; their beginning was like the country schools, not of the highest order and efficiency, but with a broad minded, patriotic and businesslike board of education, their growth has been phenomenal, continually growing in efficiency and usefulness, until now they stand second to none in the State; having a large enrollment of scholars and a corps of teachers that stand high in efficiency, moral tone and uplift. I am, therefore, glad to be able to say that the schools of Wood county, stand second to none in the State, the standard being high both in city and county.

Wyoming County

BY R. WADE COOK, SUPERINTENDENT

Wyoming county was organized in the fall of 1849 or the early part of

1850, from a part of what was then Logan county, Virginia. Prior to the breaking out of the Civil War there were here and there a few "schools for indigent children," but schools were the exception rather than the rule before the war. There was no effort to organize district free schools, under the Virginia law of 1846.

During the war everything was in a state of chaos; little or no attention was given to education and schools in the county. But in the Constitutional Convention, which convened in the city of Wheeling on November 26th, 1861, for the purpose of framing a constitution for the proposed new State, Wyoming county was represented by Hon. William Walker. Mr. Walker was made a member of the Committee on Education. The report of this committee, with a few slight changes became Article X of the first constitution; and with some modifications and additions, Article XII of our present constitution.

In 1865 Madison Ellison was elected first county superintendent of Wyoming county. One of the first, if not the first, free school was taught by Hon. W. H. H. Cook, in his father's kitchen, which stood on the old Thos. M. Cook homestead on Rockcastle creek, a short distance above where the Rockcastle Baptist church now stands. This school was commenced November 27th, 1865, with an enrollment of about 50 scholars.

Soon after the close of the war the citizens and officials of this county began in earnest the arduous task of organizing free schools. Progress was necessarily slow, as the county is large, rough and mountainous, and at the time only very sparsely settled and without roads and school houses. In 1876 at the time of the Centennial Exhibition at Philadelphia, there were reported only 29 free schools and two church houses in the county.

Among the many whom we may now look upon as pioneers in the work of organizing free schools in this county may be mentioned Rev. W. H. H. Cook, member of the State Senate; Hon. T. F. Bailey, Levi Gore, Jas. H. Stewart, Capt. W. T. Sarver, Capt. C. S. Canterbury, the Gunnoe brothers, Dr. I. Bailey, Austin Cooper and Rev. J. L. Marshall.

Of those who have taught training schools for teachers and have thus contributed to the educational advancement of our teachers and the elevation of the scholars of our county may be mentioned, Rev. J. S. Poe, first graduate of the Concord Normal School; Hon. E. M. Seuter, clerk of the Circuit Court of this county; Prof. A. J. Lacy, Rev. Peter Clay, professor in Barboursville College; L. M. Poe, former principal of the Oceana Academy; Prof. T. A. Cook, who has recently resigned as teacher in the Concord Business school; Powell Lane, a prominent lawyer of this county; Hon. John W. Cook, member of the House of Delegates from this county; Prof. Chas. Preston, formerly of North Carolina; E. S. Hatfield, now at Williamson, W. Va.; Prof. J. E. Phillips, former principal of the Welch school; F. C. Cook, county superintendent McDowell county; Thos. J. Cooper, county superintendent from 1885 to 1887; the lamented Alf. Chambers, brother of Judge L. L. Chambers, of Huntington, W. Va.; and the lamented J. Russell Christian, the "Mountain Bard" of West Virginia.

Of those who have retired from the profession of teaching, but whose life story is a part of the educational history of the county we mention:

Jas. H. Stewart, L. L. Shannon, Dan Gunnoe, Fount Goode, L. P. Bailey, E. E. Stone, A. M. Stewart, L. P. Cook, M. L. Jones, and J. Harvey Cook

Of those who have successfully taught in the free schools of this county, fifteen, twenty, and even thirty years, and who are still teaching may be mentioned: Capt. C. S. Canterbury, Jas. A. Gunnoe, Rev. M. W. Pendry, Rev. Jas. R. Godfrey, W. H. H. Stewart, ex-Supt. I. J. Cook, ex-Supt. Jas. Cook, L. M. Poe, R. E. Morgan, Sr., and W. R. Shumate.

The free school cause in this county has met with and overcome many obstacles in its onward march. A shortage of necessary financial aid has generally resulted in a short school term and often in very indifferent school houses. Notwithstanding, schools have multiplied until we now have 91 schools in the county. We have 65 large commodious school houses; 15 houses that are only fair; and 11 houses that are very indifferent, some of them old log huts of the pioneer type. But our boards of education are using all due economy in other respects, and are making heroic efforts to replace them with better ones.

Teachers' institutes have always been well attended in this county and have wielded a lasting influence for good upon our schools by securing uniformity in methods of teaching and school government, and by forging a link of union that binds our teachers into one common brotherhood. Our teachers have been securing much better results in their schools, since the adoption of the graded course that has been prescribed by law for country schools.

The Concord State Normal School, the Beckley Seminary, and the Oceana Academy are doing much toward supplying our schools with intelligent, energetic, up-to-date teachers.

A year ago, when the Legislature of our State enacted the law providing for a system of uniform State examinations for teachers, the wisdom of the step was generally questioned by the friends of the free schools of this county. But the results of the recent examinations in our county under the new system have been very gratifying, indeed. Of the 19 applicants for examination eight received No. 1 certificates. Perhaps in no other county in the State have the teachers made a better average showing. This fact alone is a most excellent testimonial to the high literary and scholarly attainments of the teachers of Wyoming county.

There are at this time (January, 1904), two railroads under process of construction in this county, the Chesapeake and Ohio, and the Deep-water. Both roads are penetrating our immense and almost inexhaustible coal-fields and almost boundless stretches of primeval forest, composed of the finest timber in the world. With the great increase of taxable property as a natural result of the development of these great sources of wealth, and its consequent increase of our school revenues, the educational future of Wyoming county is promising beyond the most sanguine expectations of the founders of the free schools of this county.

The following is a list of the county superintendents of this county, with the term of service of each as nearly as can be ascertained:

Madison Elleson, from 1865 to 1870.

Richard M. Cook, from 1870 to 1872.

T. F. Bailey, from 1872 to 1877.
A. Shannon, from 1877 to 1879.
J. L. Marshall, from 1879 to 1881.
Philip Lambert, from 1881 to 1883.
D. C. Bailey, from 1883 to 1885.
Thos. J. Cooper, from 1885 to 1887.
M. L. Stone, from 1887 to 1889.
James Cook, from 1889 to 1891.
I. J. Cook, from 1891 to 1893.
James Cook, from 1893 to 1895.
R. Wade Cook, from 1895 to 1904.

I am indebted to Profs. G. P. Goode, Dan Gunnoe and J. A. Gunnoe
for assistance rendered in the preparation of this sketch.

DENOMINATIONAL AND PRIVATE INSTITUTIONS

West Virginia Conference Seminary

(Recently Changed to Wesleyan University of West Virginia)

BY DR. JOHN WIER, PRESIDENT

The educational institution at Buckhannon, maintained by the West Virginia Conference of the Methodist Episcopal Church, is one of the finest educational institutions of our State. The Methodist Church has always been a great friend to education, especially in its more popular forms. The Methodist Episcopal Church alone is at present conducting 166 schools with about 3000 teachers and 47,000 students of all grades.

In Western Virginia many years ago the Methodists supported an academy at Clarksburg. The unhappy misunderstanding and division of 1844 proved fatal to this school and for over forty years the Methodists of the State were without a school of their own. After the Civil War was over and the new State firmly established, American Methodism celebrated its centennial in 1866. At this time much work for education was done in the country, and West Virginia Methodists began the effort for a school which never entirely ceased until, after years of waiting, it was rewarded with great success.

In 1876 Buckhannon presented to a committee of the West Virginia Conference a subscription of \$6,750 for the location of a seminary in the town, but the conference did not accept the offer then. In 1883 the conference appointed a committee on the centennial observance of the formal organization in 1784 of the Methodist Episcopal Church. This committee recommended the establishment of a seminary as an important object for the gifts of the people. In 1884 the conference was held at Buckhannon, and it appointed a Board of Trustees for the proposed Seminary. This consisted of A. J. Lyda, Chairman; L. L. Stewart, Secretary; D. H. K. Dix, Treasurer; T. B. Hughes and Samuel Steele.

This board received contributions during the year and in 1885 the conference elected a board of eight ministers and eight laymen whose duty it was to receive proposals for the erection and endowment of a seminary, the conference to decide where it should be located. The ministers were A. J. Lyda, L. H. Jordan, J. A. Fullerton, Samuel Steele, E. H. Orwen, L. L. Stewart, H. J. Boatman and A. B. Rohrbough. The laymen were H. C. McWhorter, H. K. List, J. C. McGrew, A. M. Poundstone, B. F. Martin, Samuel Woods, Henry Logan and Nathan Goff. Judge McWhorter and Capt. Poundstone are still on the Board of Trustees. In 1886 death removed Dr. Samuel Steele and Hon. Nathan Goff. Rev. J. W.



MAIN BUILDING & LADIES HALL, WESLEYAN UNIVERSITY OF WEST VIRGINIA
BUCKHANNON, WEST VIRGINIA

Reger, D. D., was chosen in place of Dr. Steele, and his name is very closely connected with the whole history of the Seminary. In place of Mr. Goff, John A. Barnes was chosen and he is still on the Board.

Various places in the State were desirous of securing the location of the Seminary with them. Parkersburg and Elizabeth may be mentioned among these. On July 13, 1887, the trustees met at Philippi to decide upon the place, and the vote was in favor of Buckhannon. Two days later the trustees proceeded to Buckhannon to select a site but did not succeed. On August 29 they met again and purchased a tract of a little over forty-three acres for \$5,551.87. In October 1887 the conference met at Parkersburg and these proceedings were ratified. The trustees were also directed to proceed with the erection of buildings. The main building was finally completed during the summer of 1890, and on September 3 of that year the school was opened. A month later the conference, which was in session at Weston, came in a body to Buckhannon, and the building was dedicated by Bishop Cyrus D. Foss. From the opening to the present the school has moved forward in a career of unbroken prosperity.

The first president of the institution was Rev. B. W. Hutchinson, A. M., B. D. Mr. Hutchinson was a native of Pennsylvania. He graduated at Ohio Wesleyan University and then entered the ministry. Later he went north and graduated at the Theological School of Boston University, and from there went into the New England Southern Conference. While a pastor at Providence, R. I., he was chosen president of the new institution. Mr. Hutchinson was a man of scholarly instincts, high standards and excellent business qualities, and much of the success of the school is due to his energy and wisdom. Early in 1898 he resigned to accept a similar position at Lima, N. Y. He has been successful there, and in 1901 he received the degree of D. D. from Syracuse University.

President Hutchinson began with a faculty of three teachers besides himself. During the first year three more were added. There were seventy pupils enrolled during the first term. During the year 201 different students received instruction. Since then every year has had a larger enrollment and the teachers have grown tired of the monotonous announcement three times a year—"The enrollment for the present term is larger than for the corresponding term in any previous year." The enrollment of the current year (1903-4) will reach 550.

The work in the school has been continually increasing. At first it was confined to common English branches and the elementary classics pursued in preparation for college. Then a musical department was added and a department of art followed. In the spring term of the first year a business department was added and all these varieties of work, have been constantly maintained.

The tendency has been to raise the standard for admission and constantly add studies of higher and higher grades. The school was chartered with full powers but not till June, 1903, did the Board of Trustees raise the courses to full college grade. The standard is that prescribed by the University Senate of the Methodist Episcopal Church.

In 1891 five persons, one man and four women, received diplomas as the first graduating class. The first male graduate was William B. Cutright, now a lawyer in Buckhannon. The class of 1904 will number 42. There have been in all 337 graduates from the various courses. 1905 will see the first graduates in regular college work.

In 1895 the State Legislature passed a law which authorized the State Board of Examiners to grant teachers' certificates to graduates of the Seminary. This to some extent makes it a State Normal School but there is no connection with the State government except by this recognition of its work. It has sent out a large number of teachers to the public schools of the State, besides those who are teaching in private schools in other states. In the Seminary diplomas are given in the Classical, Scientific, Literary, Normal, Musical and Engineering Courses. Besides these, diplomas are given to the graduates of the Business College whenever they complete their work, though such students are not now counted as Seminary graduates. An enlarged business course, leading to the regular Seminary diploma, is in contemplation. In the college the usual degrees are conferred.

Like most schools in this section of the country the institution is co-educational. Ladies and gentlemen are admitted on terms of perfect equality and work together in the classes without any unpleasant results. A reasonable amount of very pleasant romance has grown out of this fact and thus far the history of the school is free from any tale of scandal. It is hoped and expected that it will always continue so.

The moral and religious tone of the school has always been high. While it was established and is controlled by one religious denomination, it has never been sectarian. Several different churches have been represented in its faculty and its students have been from a great variety of denominations. Even Jewish pupils have been received and treated with perfect courtesy in the work of the school. No institution could be more free from religious bigotry, and the clergymen of all the Buckhannon churches are in most pleasant relations with the school. The students themselves choose which church they will attend in the town, and on any Sunday in term time students can be found in every local congregation.

The town of Buckhannon has a deservedly high reputation for intelligence and morality. For years past Upshur county has refused to allow the sale of liquor, and Buckhannon has never in its history had a liquor saloon. Of course the sale of liquor is like theft and murder and all other crimes, in that it cannot be absolutely excluded from any community of any large size; but in Buckhannon the prohibitory law is well enforced and the temptation to drink is hardly ever presented to the students. The town has good society and the students associate much with the well-bred and kind-hearted citizens in their homes.

The buildings are on a hill rising with a gentle slope in the southeast part of the town. They consist at present of the main building, the ladies' hall, conservatory of music and the president's residence. The first is an imposing edifice built of brick. It contains the necessary offices,

many recitation rooms, two halls for literary societies and a chapel which will seat 600 people. The Seminary began with this one building and its students found homes as they could among the families in town. This proved more and more inconvenient for the lady students as their numbers increased. In 1893 the project of a ladies' hall was adopted and in September 1895 the finished building was ready for occupancy. It is built of brick, and it is so planned as to allow of the building on of a wing which will greatly increase its capacity. It contains parlors, a convenient kitchen and dining room and rooms for 80 young ladies. It is supplied with modern conveniences and is a healthful and pleasant home for its inmates. When President Hutchinson took charge of the school he built a residence for himself some rods to the eastward of the Seminary building. This house was afterwards purchased from him by the trustees and has since been steadily used as the President's home. The spacious music hall constructed of brick and stone, was added in 1902.

President Hutchinson resigned in February, 1898, and from then until the close of the year the Seminary was in charge of Prof. Trotter. In the following June the trustees elected the Rev. S. L. Boyers, A. M., to the presidency of the institution. Mr. Boyers was a native of West-Virginia, but as a student and a clergyman had for some time been absent from the State. He was a graduate of the Ohio Wesleyan University and at the time of his election was pastor of an important church at Ada, Ohio. He continued in charge of the Seminary for two years. The progress of the school continued under his administration. After two years Mr. Boyers resigned the presidency and returned to pastoral work. Rev. John Wier, D. D., succeeded President Boyers in June, 1900. He was a native of Nova Scotia, but had had experience of life in various countries. He is a graduate of Albion College, Toronto University and Drew Theological Seminary at Madison, N. J. He did post-graduate work at Oxford University in England. While a pastor at Halifax, Nova Scotia, he was selected by the Missionary Society of the Methodist Episcopal Church for a teacher in the Anglo-Japanese College at Tokio. He was afterwards president of this college and general manager of all educational work of Methodism in Japan. He has written several text-books used in the colleges of Japan.

The present Board of Trustees consists of the following gentlemen: Ministers—C. B. Graham, D. D., S. P. Crummett, Asbury Mick, L. W. Roberts, D. D., D. A. Denton, Bishop Earl Cranston, Archibald Moore, D. D., D. L. Ash, D. D. Laymen—Hon. H. C. McWhorter, Capt. A. M. Pound-Stone, J. C. Bardall, Hon. T. P. Jacobs, R. A. Reger, M. D., C. W. Archbold, ex-Gov. G. W. Atkinson, LL. D., J. A. Barnes, J. S. Withers.

It is appropriate that special mention be made of a few of the teachers of the school who have been conspicuous in its development. First among these is Prof. Frank B. Trotter, A. M., who has been with the school since its founding. Prof. Trotter is a graduate of Roanoke College, and completed special post-graduate courses at Harvard University. As an instructor in Latin he has few superiors. As an administrator he has given ample evidence. Since 1894 he has been vice-president of the

Seminary. Prof. Trotter has had to do with every one of the hundreds of graduates sent out by the Seminary, and the impress thus made upon the State is incalculable. Prof. Trotter is prominent in church affairs, and sat in the General Conference in 1900.

Another instructor whose hand has been felt on West Virginia education is Prof. W. O. Mills, Ph. B. Prof. Mills graduated at Otterbein University. He came to Buckhannon to assume the principalship of the United Brethren Academy. When the Academy closed in 1897, Prof. Mills was secured for the Seminary faculty. He is an able teacher and a gentleman of the highest character. Prof. Mills has had charge of the department of mathematics since his coming to the school, and is a civil engineer of ability.

The unique success of the Conservatory of Music calls for a reference to its director—Prof. Jelley. The Professor is a musical expert. His ability as an organizer and teacher, his enthusiastic nature and eminent social qualities have made him a leader who has given music a high place in the State. The well designed Music Hall and skilled faculty render successful the teaching of music in all its parts.

A name which could not be omitted in the fashioning of the school is that of May Esther Carter, B. L., the first preceptress. Miss Carter is a graduate in Arts of the Ohio Wesleyan University. She came to Buckhannon in 1895 to assume charge of the new Ladies' Hall. Her deeply spiritual character, cultivated mind, and high ideals early gave elevated tone to the life of the hall. The hundreds of young women who came under her influence during the six years of her incumbency are a power for education and goodness throughout the State. A successful co-education depends in large measure upon those directly in charge of the young ladies.

The library of the school consists of some 5000 volumes. These books are chiefly donations of friends. In 1901, through the influence of Miss Adelaide R. Tompkins, of Pittston, Pa., the reading room was refurnished and a goodly number of volumes added to the library.

The school was without endowment till 1902. In 1901 Dr. D. K. Pearsons, of Chicago, offered \$25,000, if this would be increased to \$100,000. The Trustees accepted the offer, and a campaign covering a year, planned and conducted by President Wier, resulted in success. The largest individual subscription given under the offer was \$2,500, the gift of John D. Archbold, of New York. Some three years previously, on the Twentieth Century call, H. K. List, Esq., of Wheeling, donated \$2,500 to the school. But the largest individual giver to the institution next to Dr. Pearsons, was the Rev. J. A. Williams, of the West Virginia Conference, who, in 1894, gave \$3,000 towards the new Ladies' Hall. Including the endowment the material worth of the institution is in the vicinity of a quarter of a million dollars.

The more thoughtful see a great danger in the rapid material development of our State. Unless corresponding progress can be made in the intellectual, moral and religious development of our people the rapid increase of wealth will only bring coarseness, vulgarity and crime. True

patriotism will strive for a symmetrical development which before many years will place our Mountain State among the foremost of the Union. To help a noble Christian school of the highest moral influence, but free from all sectarian bigotry, is a very practical way of doing such work.

Bethany College

BY PRES. T. E. CRAMBLET

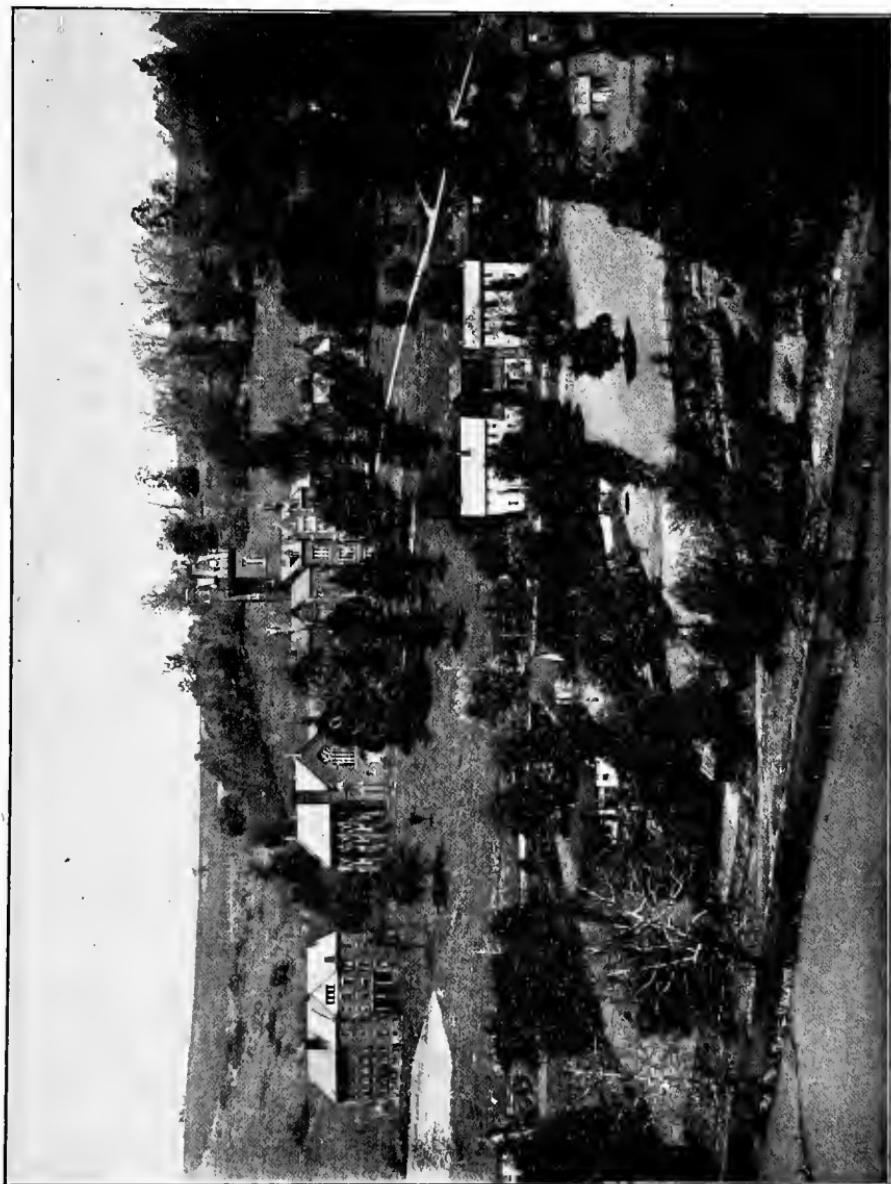
The charter of Bethany College was procured from the Legislature of Virginia in 1840 by John C. Campbell, of Wheeling. The establishment of an institution for the promotion of higher Christian education was for many years the cherished purpose and desire of Alexander Campbell, the illustrious founder. When fifty years old, he published in the Millennial Harbinger, the plan and purpose of the institution which, a little later, he inaugurated at Bethany. The first session of the college was opened in the fall of 1841. Mr. Campbell insisted that as the Bible is the basis of the highest and truest culture, it should form an integral part in college education. For a long time, Bethany was the only American college using the Bible as a text book. Until recent years a great majority of the colleges and, what is even more surprising, many theological seminaries had no place in their course for a systematic study of the Bible.

The first faculty of Bethany College was as follows: Alexander Campbell, President and Professor of Mental Philosophy, Moral Science, Political Economy and Sacred History; Prof. A. F. Ross, Professor of Ancient Languages; Chas. Stewart, Professor of Mathematics; W. K. Pendleton, Professor of Natural Philosophy, Astronomy and Natural History; Robt. Richardson, Professor of Chemistry; W. W. Eaton, Professor of English Literature.

The first classes each day met at half past six in the morning. That was the hour of the President's lectures on sacred history, for Bible reading and worship.

There were no graduates until July, 1844. During the sixty-three years of Bethany's honorable and useful history, almost ten thousand young people have entered her halls as students. About one thousand of these have graduated in the several departments. In the roll of Bethany's students and Alumni, the ministers of the gospel far outnumber those of any other calling. Never a class has graduated without having in its number, a goodly proportion of ministerial students. However, Bethany takes quite as much pride in the rank as in the number of the ministerial alumni. Many are men of pre-eminent ability and scholarship. No less than twenty of these are now serving, or have served as Presidents of American colleges and universities. Eternity alone can measure the honorable and faithful part Bethany trained men and women have filled and shall yet fill, in the world's work.

Dr. F. D. Power, in his life of Dr. W. K. Pendleton, thus truthfully



GENERAL VIEW, BETHANY COLLEGE

speaks of Bethany's service to the religious world: "It was not the gigantic figure of Campbell alone, however, that made Bethany, nor his modest press that shook the world of religious thought. The college founded by him, and the multiplication of that single voice by a thousand voices, pleading the return of God's people to the ancient and Apostolic order of things, have moved society as no single person, however great, could move it. Evangelists, missionaries and teachers have gone out from this fountain head, establishing churches and missions and schools and colleges and printing presses and these in turn have become centers of light and leading, moulding the thought and moving the lives of hundreds of thousands. Eliminate Bethany from the history and work of the movement of Mr. Campbell and what would it be? How the streams would narrow and dry up! The great and good man, to whom more than to any other in the wonderful nineteenth century, where God placed him and to whom the whole world of Christendom owes a debt, was far-sighted when he laid the foundations of an institution of learning among the hills of Virginia. He knew how mightily it would increase the force of his plea. He was not mistaken."

Alexander Campbell, the first President of the college, presided over its destinies until his death in 1866. He was succeeded by his son-in-law, Dr. W. K. Pendleton, who had been a professor in the institution since its founding in 1841. W. J. Woolery was the third president. His administration, which gave much promise of greater things, was abruptly terminated by his sudden and untimely death in 1889. A. McLean was chosen to succeed Mr. Woolery, and after two years he resigned, and Hugh McDiarmid became the fifth president. B. C. Hagerman filled the office for four years and J. M. Kersey for two years. The present occupant of the office is Thomas E. Cramblet, A. M., LL. D., who was elected to the office in August, 1901.

The condition and prospects of the college, at this writing are regarded by the friends generally as the most hopeful for many years. The attendance has more than doubled during the past two years. Last session, 1902-03, the total enrollment, not counting the matriculation in the summer school, was 221. This was 45 larger than in 1891-92, when the enrollment touched high water mark at 176. For the present session, 1903-04, the attendance is considerably larger than last, and will reach almost, if not quite, 300.

The college now has \$150,000.00 of productive endowment besides some \$25,000.00 more, which will become productive later on. The funds of the institution are invested permanently and safely through the agency of the Mercantile Trust Co. of Pittsburg, Pa. An effort is being made to add another \$100,000.00 to our endowment fund.

The college buildings have been thoroughly repaired and are in better condition than for many years. The Phillips Hall, the dormitory for young ladies under the competent care and supervision of the Dean of Women, Mrs. A. R. Bourne, is an ideal home for young ladies.

The transformation of Commencement Hall into a modern, thoroughly equipped dormitory for young men has been completed and is a most

gratifying success. Both dormitories are supplied with steam heat, electric lights, baths, sewerage, and all the modern conveniences.

The village of Bethany, co-operating with the college, successfully conducts an electric light and water works, and most of the residences are supplied with electric lights.

With a larger attendance than ever in her history, with the largest endowment the college has ever had, with modern dormitories, for both men and women, with electric lights and water works; with buildings repaired and in good condition; with a competent faculty of sixteen able instructors, and, above all, with the renewed confidence and co-operation of thousands of friends, Bethany's future promises even greater things than her glorious past.

Broadbush Scientific and Classical Institute

BY PRINCIPAL S. E. SWARTZ

HISTORICAL STATEMENT

In 1871 the Rev. E. J. Willis succeeded in establishing Broadbush College at Winchester, Va., and in 1876 it was removed by him to Clarksburg, W. Va., and incorporated under the laws of the State a year later. For a number of years it was under a board of trustees appointed by the West Virginia Baptist General Association, but in 1893 it passed out of the hands of the General Association and became Broadbush Scientific and Classical Institute, receiving from the State a new charter.

The new charter provides that the school shall be held forever in the interests of the Baptists of West Virginia under the direction of eleven trustees who shall be members in good standing of a regular Baptist church, and that they shall reside in West Virginia.

OBJECT

The object of Broadbush Institute is to supply a well defined, obvious, urgent educational need in this State. The purpose of the school is definite; and no attempt will be made to make it a scoop net to catch students of every grade and age and kind. Our special care shall ever be quality of the work rather than the number of students; and breadth of culture rather than training of specialists is the thing aimed at by Broadbush Institute.

The special object of the school is two-fold. In the first place, it will give a thorough preparation for entrance into the leading colleges of the country. In the second place, to those who either cannot or will not take a regular course, it will give a thorough mental training and as broad and practical a foundation of knowledge as possible.

LOCATION

Broaddus Institute is located at Clarksburg, on the Baltimore & Ohio Railroad, at the southern terminus of the Monongahela River Railroad, and the northern terminus of the West Virginia & Pittsburg Railroad, and the southern terminus of the West Virginia Short Line Railroad. Taking everything into consideration, there is no better location in West Virginia for a school of this kind.

EQUIPMENTS—CAMPUS

The campus consists of nearly ten acres, less than ten minutes' walk from the postoffice. Notwithstanding the fact that it is so nearly the center of the town, it is in a very retired spot, for Elk creek almost surrounds it with a deep canon, and there is left only one approach. Thus all the advantages of being in a city accrue to it with none of the attending disadvantages.

The campus is an old forest, containing more than 200 shade trees, many of which are oaks of large size. A part is devoted to school sports. There are three well made tennis courts, croquet grounds and a coasting track. These furnish excellent facilities for out-door exercises.

BUILDINGS—WILLIS HALL

Willis Hall was built by Dr. E. J. Willis and for many years was the chief building of the Institute. It is a brick building of three stories and basement, containing the parlors, music rooms, library and 30 double dormitory apartments. The whole building has been thoroughly overhauled and made modern in every respect.

PAYNE HALL

Payne Hall is a memorial building built by Mrs. Belle S. Payne in memory of her husband, Jed G. Payne, who for many years had been a trustee of Broaddus. It is a brick building containing the offices, class rooms, dining rooms, 22 dormitory apartments and three bath rooms. It is finished in Georgia pine, oiled and varnished; newly carpeted with Brussels carpet; papered throughout, and heated and lighted with natural gas.

The building will be furnished with new furniture and will be thoroughly modern in every respect. It supplies a long-felt need, for Broaddus has been very much crowded of late years.

THE COTTAGE

During the spring of 1902 a fund was started by J. L. Newman for the purpose of erecting a cottage for boys. Others added to this fund till the trustees, recognizing the fact that much better work can be done by students who are under the care of a teacher, the trustees built upon the

campus, during the summer of 1902, a cottage for boys. It consists of 14 rooms finished in Georgia pine, nicely furnished and carpeted with Brussels carpet, lighted and heated with natural gas, and equipped with a bath and all modern conveniences. The rooms are 14x15 with a closet in each and each room has two large windows. It is an ideal home for young men.

This affords a home for young men with all the advantages of the presence of the Boys' Principal, who rooms in the same building.

LIBRARY AND READING COLLEGE

At present the library contains nine hundred volumes. Among these are standard works of poetry, fiction, etc. Valuable additions have been made during the past year. The success of the book receptions, given on Washington's birthday, have been especially gratifying. In connection with the library there is an excellent reading room, where are to be found the leading dailies and first-class periodicals.

AN ENDOWMENT

In December, 1900, the National Baptist Educational Society announced to the trustees of Broaddus Institute that it would give to Broaddus as an endowment, from the funds furnished by John D. Rockefeller, the sum of \$5,000, provided that the Institute would raise an additional sum of \$20,000, of which \$10,000 was to be used as an endowment.

These conditions have been fully met and the Institute is practically free from debt with an endowment of \$15,000.00.

COURSE OF STUDY—ACADEMIC DEPARTMENT

The course of study consists of four years work in mathematics, history, literature, science and ancient and modern languages. No attempt is made to do collegiate work, but to prepare for entrance into the best grade of colleges. The work is divided into a normal, a scientific and a classical course.

MUSIC

A thorough course of four years' work in instrumental and vocal music is also provided, and the department is very popular.

Instruction is also given in art and elocution by a special teacher.

THE FACULTY

The faculty consists of eleven teachers with S. E. Swartz as principal. They are all college graduates and several have specially prepared themselves for their work by training in graduate schools.

ENROLLMENT

The enrollment of 1902-3 was the largest in the school's history, when the total enrollment of all departments was 298.

Morris Harvey College

BY PRESIDENT D. W. SHAW

This institution is the property of the Methodist Episcopal Church, South. It was incorporated as Barboursville Seminary in 1888, under the direction of Rev. T. S. Wade, D. D., who was then Presiding Elder of the Charleston District.

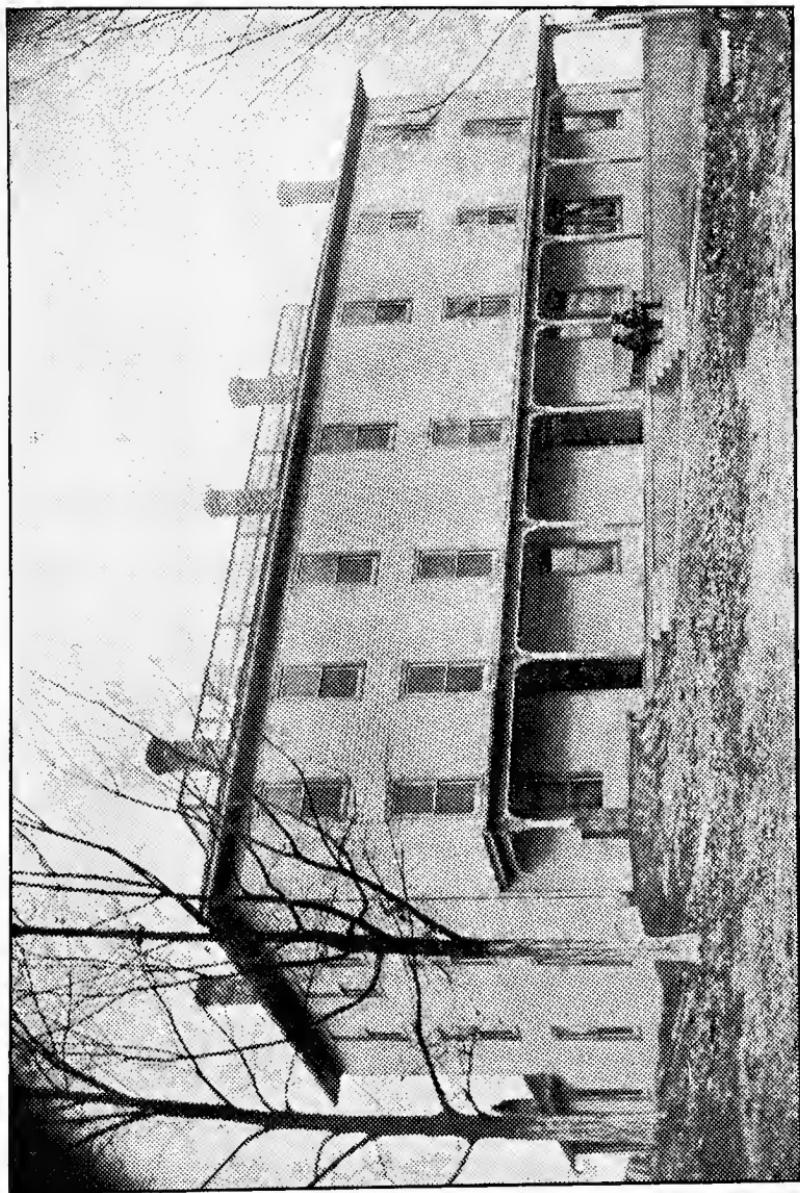
Dr. Wade, with the assistance and co-operation of the citizens of the community, obtained valuable property with commodious buildings for school purposes in the town of Barboursville, Cabell county, W. Va., which is situated on Guyandotte river seven miles from its confluence with the Ohio. It is accessible from all points, being on the C. & O. railroad, one of the great routes, which makes close connection with all other roads in the State and neighboring states. This location is unsurpassed for healthfulness, and is remarkably free from evil influences, there being no saloons within ten miles of the place.

The school was opened in September, 1888, with the following faculty: Rev. T. S. Wade, D. D., President and professor of mental and moral science; Rev. G. W. Hampton, Vice-President and professor of mathematics and ancient languages; Geo. A. Proffit, master accountant of bookkeeping and assistant in mathematics and science; Mrs. G. A. Proffit, B. Sc., professor in German and English literature; Miss Florence Miller, teacher of French and rhetoric; Miss Maggie Thornburg, teacher of vocal and instrumental music.

During this first year, which was an experiment, the success was beyond the expectation of the most sanguine friends of the school, there being necessarily much to do in order to get the institution in running order. At the close of this year the entire institution was turned over by the trustees to the Western Virginia Conference to be continued as a Conference college under the auspices of the M. E. Church, South, and the school was continued during the year 1889 with the same faculty. At its close the president and vice-president resigned and Prof. Robt. W. Douthat, A. M., Ph. D., was elected president, and Rev. W. W. Royall, D. D., vice-president of the college. Prof. and Mrs. Proffit and Miss Maggie Thornburg continued as a part of the faculty.

Dr. Douthat was a very efficient president and leader, and did good work for the college, but resigned in 1895 to accept the Chair of Ancient Languages in the State University at Morgantown.

The Rev. J. M. Boland, D. D., pastor of the Methodist Episcopal Church, South, at Parkersburg, was called to the presidency to succeed



"THE WHITE HOUSE"—LADIES' HALL— MORRIS HARVEY COLLEGE

Dr. Douthat. Dr. Boland made an educational campaign throughout the Conference, in the hope of bringing the college before the people. Early in 1896 he resigned to return to the pastorate, and was succeeded by the vice-president, J. P. Marshall, A. M. Prof. Marshall was connected with the college for several years as teacher, and filled out the year 1895-6, as president.

In the summer of 1896 the trustees elected T. C. Atkeson, A. M., Ph. D., President; but he resigned at the end of the year to accept the Chair of Agriculture in the State University at Morgantown.

In 1897 the Rev. Zephaniah Meek, D. D., was called to the presidency and served one year. Dr. Meek is a man of strong character and was at one time a leader in his Conference.

Rev. S. F. McClung, D. D., became president and educational agent in 1898, serving two years. The college was very dear to Dr. McClung, and he sought in every way possible to advance its interests. After his resignation he returned to the ministry, and fell at his post in Catlettsburg, Ky., February, 1903.

In 1900 D. W. Shaw, A. M., the present incumbent, was called to the presidency. His administration has been characterized by an increased interest, and a complete transformation in the affairs of the college.

Prof. Shaw has been identified with school work all his life. He has associated with him the following: J. M. Skinner, A. M., Ph. D., a man of wide and successful experience; Miss M. Willa Bowden, A. B., Professor of Latin, German, French and English Languages; Prof. C. L. Harshbarger, B. P., Master Accounts, Commercial Branches and Mathematics; Miss Frances Louise Ellison, M. E. L., Music and Elocution; Prof. D. Blain Shaw, B. P., Music—String Instruments; Miss Dollie Miller, Preparatory; and Miss Bessie Miller, Art.

Extensive repairs are planned for this year—1904. It is desired to make an addition to the main college building, and to enlarge Epworth Hall—the young men's dormitory.

The college was known as Barboursville College till May 27, 1901, when, in consideration of the benevolence and beneficence of that prince in Israel, Mr. Morris Harvey, in the gift of several thousand dollars to the school, the Board of Trustees thereof changed the name to the Morris Harvey College. The charter has been renewed under this name, the buildings and premises have been greatly improved and beautified, and the equipment for school work, including apparatus, has been liberally increased and strengthened.

It is a school wherein the most rapid progress can be made by those who intend to develop, refine, and equip themselves for the best work in life. It does not supply the glitter and charm that fascinate those who delight in the ball-room and wine supper. It does not waste any energy in trying to explain away the Bible and to push Christ and even God out of the hearts and lives of the people. It is old-fashioned, in that it takes God at his word and seeks to develop faith in Christianity, and a sensitive conscience along the line of the Decalogue and the Golden Rule; and it furnishes the most thorough, systematic and accurate literary

and scientific instruction in accordance with the plan developed and approved by the most successful educators in the world. In short, it is "progressive, but not reckless; conservative, but not fossilized."

A three-story dormitory for young ladies, capable of accommodating fifty students, besides the family in charge, has just been completed, and is occupied.

Plans have already been made for a great enlargement of the dormitory for young men and of the college building itself, which plans it is hoped to put into execution the coming year. The demand for these improvements is made imperative by the rapid growth of the school. The buildings have already been very much improved; and, besides, a large outfit of physical and chemical apparatus, including a Crowell Apparatus Cabinet has been installed.

The courses of study offered are the Normal, Scientific, Theological and Classical, at the completion of which, the degrees of B. P., B. S., B. T., and A. B. are conferred, respectively. Besides these, there are offered special courses in Music, instrumental and vocal, Art and Business, including shorthand and typewriting, at the completion of which, certificates are granted.

The institution is under the immediate charge of a Board of Trustees, appointed by the Annual Conference.



EPWORTH HALL—(FOR YOUNG MEN), MORRIS HARVEY COLLEGE

Following are the names of the members of this Board:

D. W. Shaw, *Ex officio* President.
G. W. Harshbarger, Esq., Secretary.
Geo. E. Thornburg, Esq., Treasurer.
Rev. W. I. Canter.
Rev. Ernest Robinson.
Rev. A. Lee Barret.
Rev. C. N. Coffman.
Hon. H. G. Armstrong.

The Conference Board of Education has supervisory powers over this school and all the other educational interests of the Conference. This Board consists of:

Rev. J. W. Herring, President.
Rev. A. M. Martin, Secretary.
Rev. J. N. Crites, Treasurer.
Rev. C. A. Slaughter.
Rev. B. F. Gosling.
Rev. S. A. Donahoe.
Rev. D. H. Reed.
Rev. B. M. Keith.
Rev. A. B. Moore.

Conference Secretary of Education, Rev. A. Lee Barret.

Visiting Committee, Rev. C. A. Slaughter, Rev. W. F. Tyree.

Conference Treasurer, Hon. Holly G. Armstrong.

All regular tuition money is paid over to the Conference Treasurer.

This school year, to date, January 1, 1904, is by far the best in the history of the institution, and the outlook is very encouraging.

Salem College

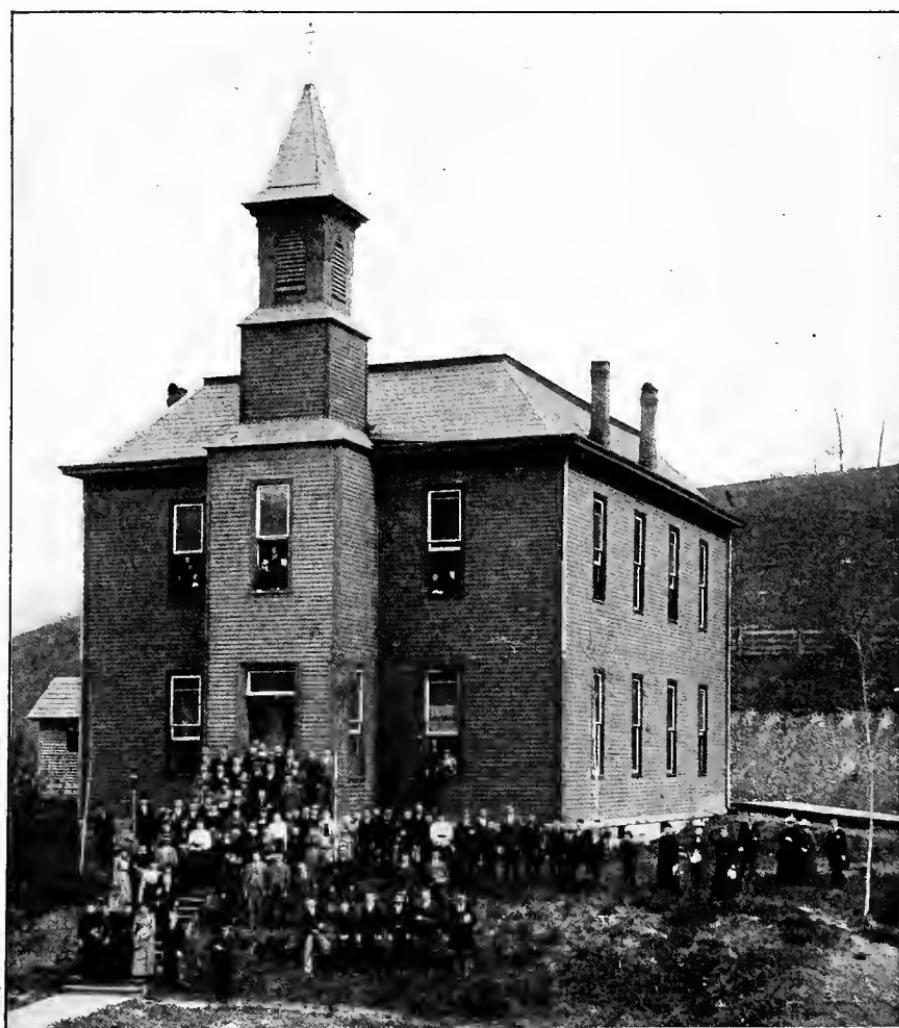
BY PRES. THEO. L. CARDINER

Salem College is situated in the thriving town of Salem, Harrison county, West Virginia, on the Baltimore and Ohio railroad, fourteen miles from Clarksburg and sixty-eight miles east of Parkersburg. It was established in January, 1889, under the auspices of the Seventh-Day Baptists.

For several years, the pressing question at their annual gatherings, was that of higher education for the young people of Central West Virginia. The fathers felt the need of better advantages for their children, than they had ever had; and a careful canvass of the surrounding country was made by the Rev. John L. Huffman. The people responded nobly, and men of all denominations joined the stock company for the purpose of erecting a college building, and establishing a school. While in practical workings the college is undenominational, and young people of all faiths are equally welcome to its halls, and to share in its advantages, yet its

charter places it under the control of the Seventh-Day Baptist Education Society.

While the college building was being constructed, Mr. Huffman opened the first term in a room hired for that purpose. And upon the completion of the new building, Prof. S. L. Maxon, A. M., of Wisconsin, became the first president, with Prof. Wm. M. Blair and Miss Elsie Bond as assistants. From the very first, the people seemed to appreciate the college opportuni-



SALEM COLLEGE

ties, and the school soon became a wonderfully transforming power in central West Virginia.

At the close of the school year in 1892, President Maxon resigned, and was followed by the Rev. Theodore L. Gardiner, A. M., D. D., who for nearly twelve years has stood at the head of the school. The faculty has increased from three to eight teachers, all of whom are teachers of experience, and college graduates.

The school has made wonderful growth, and for years our college building has been all too small. From a school without apparatus or a library twelve years ago, it has grown to be one of the very best equipped schools in the State in these lines. The physical and chemical apparatus, the 3,500 volumes in the library, the geological and archæological cabinet, and the splendid magic lantern equipment with several hundred slides, make the opportunities of its class-rooms as good as the best.

It has a record of which any school might well be proud. The enrollment each year runs to about 260 students in all departments. It is wonderful for such a school to do fifteen years of work, and accumulate such equipment; paying every debt for all purposes without any endowment. It has been a literal walk by faith. Thousands of dollars each year have come as free gifts from people scattered from Maine to California, to keep the good work going.

Thousands of dollars have been paid for tuitions to help young people of all denominations onto their feet, where they could do something for themselves.

The first three years we carried a full course in the Business Department; but we soon became convinced that such a school had no place in a college, and needing all our room, we put that department away. The college has a reputation for thorough work, and we mean to keep the standard high. Recently, a little nucleus for an endowment has been started, and we are hoping for a rapid increase in this permanent fund. The college has also inaugurated a scholarship plan of endowment, which enables the founder of a scholarship to name some one who may have free tuition from the income.

The scholarship when fully paid amounts to \$800.00, which must ever be kept on interest, the income only to be used. It becomes operative after the first \$50.00 has been paid, and continues so year by year so long as \$50.00 is paid each year until all is paid. This plan seems quite popular, and four such scholarships have recently been established.

Aside from the regular classical and scientific courses in college work, the school has adopted the regular State Normal course, and makes a specialty in this line of work.

Her graduates in the Normal course receive State certificates upon same conditions as those required of students graduating from State schools; and those who have gone out from Salem College are winning laurels as teachers, both at home and abroad.

The present faculty stands as follows:

Theodore L. Gardiner, A. M., D. D., President.

Elsie B. Bond, A. B., Latin.

Cortez R. Clawson, Ph. B., B. Lit., History and Greek.
Samuel B. Bond, A. B., Sciences.
Alice Clawson Gardiner, A. B., German and Literature.
Harry G. Young, B. S., Mathematics.
Beatrice Lowther, Instrumental Music.
Ida C. Young, Voice Culture.

Stephenson Female Seminary

One of the institutions of the State, devoted exclusively to female education, is located at Charles Town, Jefferson county.

This school was established in 1882, and was first known as Mt. Parvo Institute from its location on an eminence of that name, west of the town.

After a successful existence of two years, it was deemed desirable to have a more convenient location and larger accommodations. A great aid in securing this object was a bequest made some years before by John Stephenson, and was found available for this purpose.

John Stephenson, a native of Scotland, but from early manhood a successful merchant of this place, had left by his will a desirable lot of 4 1-2 acres, pleasantly situated on the east side of the town, for the purpose of a female seminary, together with a considerable sum of money for the erection of a suitable building. In consequence of losses during the Civil War, nothing was realized from the estate for building, and the lot lay for many years unimproved. But in the winter of 1884 a joint stock company was formed to utilize the bequest.

In the formation of this company, and in bringing to a successful completion the object aimed at, Hon. Wm. H. Travers, Rev. Dr. A. C. Hopkins, Rev. Dr. C. N. Campbell, Gustav Brown, S. S. Dalgarn, Col. J. T. Gibson and Col. John M. Coyle, may be mentioned as prominent, both on account of subscription to stock and on account of other valuable services in aid of the enterprise.

The title to the lot having been vested in the company by a decree of court, they proceeded in 1884 to erect a large brick building at a cost of about \$9,000.

This building is situated near the middle of a lot of 2 1-2 acres on a rising ground having a grassy lawn in front, which is planted with rapidly growing shade trees. It is sufficiently out of the town to have ample grounds, and to be free from its noise and distractions, and yet near enough to have all the advantages that the town affords. It is lighted by gas and electricity and heated by hot air furnaces. It contains about thirty rooms and furnishes comfortable accommodations for twenty boarders and sixty day scholars.

In honor of the generous donor of the lot and in appreciation of his liberal intentions, the name of the institution was changed from "Mt. Parvo Institute" to "Stephenson Female Seminary."

The new building was occupied in November, 1884, and since that

time the seminary, in its new quarters, has been steadily doing a successful work in female education.

The course of study embraces, in addition to the common English branches, the Latin, French and German languages, Physical Geography, Physiology, Chemistry, Natural Philosophy, Astronomy, Psychology, Botany, Rhetoric, English Literature, Vocal and Instrumental Music, Drawing and Painting.

On all these subjects, courses of such length as their relative importance seems to require have been arranged, and are carefully taught. When the whole course has been satisfactorily completed, diplomas are given to indicate such completion.

The first graduating class in 1887 numbered three; every year since there have been several, so that the number of graduates thus far is seventeen.

The teaching force at present consists of the principal and four assistants in the Academical Department, and in addition a teacher of music and one of art. The Principal, Rev. C. N. Campbell, graduated at Princeton, and afterwards took the usual course in theology. Since then never laying aside the work of preaching, he has spent much of his time in teaching. Before the war, he was for a time one of the teachers in the Charles Town Male Academy, and during the war and for several years after, had charge of that institution. Here, at different times, he had among his pupils Hon. Wm. L. Wilson, Col. Preston Chew, Rev. Dr. Thomas Tidball, and others who have risen to distinction.

From 1873 to 1882 he had charge, in connection with the pastorate of the Poolsville Presbyterian Church, of the Andrew Small Academy at Barnestown, Montgomery county, Maryland. Under his management this school prospered, increasing in number from thirty to seventy, and doing an important work, particularly in preparing teachers for the public schools of Montgomery county. Since 1882 he has had charge of the Seminary at Charles Town, of which he is still Principal.

The number has varied considerably at different times, reaching at one time as many as eighty. Of late the number of day scholars has declined, owing largely to the establishment of an efficient and popular public school, but the number of boarding pupils has increased, so that the limit of accommodations has been nearly reached. In the fall of 1898 the mode of heating the building was changed from hot air furnaces to steam, and now there is all that can be desired in the way of comfort.

The faculty is at present (1903) composed as follows: Rev. C. N. Campbell, D. D., Principal; Misses L. W. Gold, C. H. Winder, McNemar, and Mrs. C. N. Campbell. Miss Kate Riddle teaches painting and drawing, and Miss L. W. Campbell vocal and instrumental music.

This school is altogether a private enterprise, free from State or ecclesiastical control. It seems, however, to be well established, and has elements of permanency in the demand that will always exist for such an institution at this place; and in its building, which must always, by the charter of the company that rules it, be used for school purposes.

The school is patronized by the most prominent people of Jefferson

and surrounding counties and has been highly recommended by such men as Hon. Wm. L. Wilson, Judge T. C. Green, late of the Supreme Court, Cleon Moore, Bushrod C. Washington, G. F. Mason, Wm. H. Traverse, and other prominent and distinguished gentlemen in its vicinity.

It is believed that the institution is growing in favor, and the outlook for the future, especially with reference to boarding pupils, is most encouraging.

The Beckley Seminary

BY PRINCIPAL B. H. WHITE

The Beckley Seminary is a young, co-educational, private school, founded in 1900. Beckley is the county seat of Raleigh county and is about 2,500 feet above sea-level. The summer climate is almost ideal—the atmosphere bracing, thus securing vigor and energy to the student.



BECKLEY SEMINARY

High up here is where the limpid waters of the Piney and Guyan rivers dash away to join the turbulent Ohio. The beautiful white pine, so hygienic, and so much longed for by folks less fortunate, grows profusely all around the school building and makes it possible that one's "books should smell of the pines," as Emerson wished. The people are thrifty, generous, intelligent, and law-abiding. There are no licensed saloons in the county. The building is a neat, two-story structure, heated, seated, furnished and ventilated by modern methods. The library contains about 500 volumes carefully selected for utility rather than space or appearance.

Principal B. H. White, the founder, has labored arduously for the success of the school. Considering the discouragements incident to building up a school in a period of transition—constructing railroads, opening mines, cutting the timber, the mixing up of the masses—the management has much to encourage. The school has had a healthy growth; in 1900, the enrollment was 94; 1901, 215; 1902, 298; 1903, 324. Best of all is the cultural, moral and intellectual growth of the young men and women who come to and go away from the school.

Hitherto, the Seminary has been as one "crying in the wilderness," but the branch of the C. & O. from Prince has been extended to run within one-fourth mile of the school building; this extension will make travel, hitherto difficult, very convenient; the same company is piercing the county from the northwest, opening up a near way by rail to Kanawha and Fayette counties; the Deepwater is splitting the county in two, that it might reach the Atlantic sea-board. The judicious selection of the location of a school, frequently means all the difference between success and failure.

The school maintains seven courses—Preparatory, Normal, Commercial, Shorthand and Typewriting, Music, Elocution and Physical Culture, and Academic. The school was chartered in 1900. Work done in this school is accepted in the West Virginia University and many other universities and colleges.

The Alderson Academy

This school is located at Alderson, in Greenbrier county, on the C. & O. railway and the Greenbrier river. It is in the midst of one of the finest agricultural section of the State and in a community that is noted for morality, intelligence and interest in educational affairs. In this vicinity have been located some of the most prosperous and useful schools of the State, and upon the Academy has fallen the mantle of many a noble aim and worthy achievement on the part of earnest and efficient educators.

The institution is the outgrowth of a conviction that the Baptist denomination of Southern West Virginia needed a secondary school of convenient access to their boys and girls. The generous support which the school has received and the high degree of prosperity that has marked

its history seem to justify the foresight of its founders and to establish the fact that there is a real need of the institution. The Academy opened its doors in the fall of 1901 and during its first session over a hundred pupils were enrolled. Necessarily starting with a largely local patronage, the school has extended its influence and broadened its field until it already reaches ten or twelve counties of the State, though it is as yet in its infancy.

The plant of the Academy is valued at \$7,500 and includes three acres of ground in a most beautiful and healthful location in the midst of North Alderson, and a three story frame building which contains dormitories and school-rooms.

The building is comfortably equipped with modern furniture and appliances and the student is supplied with the most approved helps for the prosecution of his work. A good beginning has been made towards a school library.

The Academy aims to be merely a preparatory school, fitting boys and girls for colleges and higher institutions and seeking to inspire in them a love of higher education. It emphasizes the fact that the academic course is but the beginning, not the end, of a complete training. It aims above all things to be thorough in its work and to develop in the student a spirit of thoroughness. It believes that the very best teachers are needed for such work as it does, and it seeks to employ the best that its resources will permit. The school is co-educational and boys and girls are admitted to all departments upon the same terms. In addition to its preparatory course the Academy offers a very thorough and efficient training in music, vocal and instrumental. The instructors in this department are the equals of any in the State.

It is in the influences and training that lies outside of mere physical and intellectual education that the Academy finds its special field of work and the justification for its existence. It is emphatically a home school and seeks to surround its students continually with such influences as will implant and develop those intangible, but indispensable, graces that mark the nature and bearing of the true lady and gentleman. But it believes that beneath the mere accomplishments and graces of life there is a deeper, more vital need of human nature—the universal need of redemption from the power of evil.

The perfect education includes the training of body, mind and soul, and it is only the Christian school that can furnish this complete training. The Academy places Bible study in its regular curriculum and seeks to create an atmosphere and an influence favorable to the development of the spiritual life of its students.

The work of the school is greatly aided by two very excellent literary societies conducted by the students. These societies publish a quarterly paper.

The officers and teachers of the Academy are as follows:

B. C. Alderson, A. M., Principal.

Miss Emma C. Alderson, Assistant Principal.

B. C. Alderson, A. M. (W. Va. University, University of Chicago), Languages.

Miss Grace E. Melton (Ottawa University), History, Latin.

W. P. Powell, A. B. (Richmond College), English, Sciences.

Miss Emma C. Alderson (Johnson Female College, Aspinwall School), French, Primary Department.

Miss Rose Hill (American Conservatory, New England Conservatory), Piano, Voice, Drawing.

Miss C. Francis Radford, Matron.

Fayetteville Academy

BY PRINCIPAL H. C. ROBERTSON

The Fayetteville Academy is located at Fayetteville, Fayette county, West Virginia, in one of the most picturesque portions of the State. The town is situated on a beautiful plateau something more than a mile back from the New River canyon, and at an altitude of eighteen hundred feet. It is thus free from the smoke and dust so common to railroad towns, and has a pure bracing atmosphere.

The school building stands on the outskirts of the town, and is surrounded by a beautiful grove of native trees, with a campus of three acres. The institution was founded in 1893 by Prof. H. C. Robertson, who is still principal and manager. It was first known as the Fayetteville Normal School, but on its being incorporated in 1896 the name was changed to Fayetteville Academy. The school is altogether a private enterprise, free from State or church control and is open to both sexes. The building is fifty-five feet by seventy, and two stories high. It has four large comfortable recitation rooms, a music room, a room for business classes, principal's office, and a chapel that will seat comfortably two hundred and fifty people. The faculty at present consists of six teachers, four of whom have taken degrees, and all of whom have taken special training for their chosen work. The first term opened with an enrollment of fifty-six pupils. The enrollment has steadily improved with each year, being for the last year one hundred and fifty-one. This school is on the list of accredited schools of the West Virginia University and stands as a link between the district schools and that institution or any other school of high grade.

Beginning with the most elementary the school leads up through all the grades to completion of the academic course.

The following courses of study are maintained: Preparatory, Teachers, Business, Music and Academic.

The preparatory course includes all the studies of a district school except book-keeping, civics and general history. This department leads up to the teacher's department.

The teacher's course is designed to give teachers a liberal training that will fully qualify them for successful work in common or graded schools. Much care has been exercised on the part of the management

to make this course practical and thorough, so as to constantly meet the demands of the free school work of the State.

Besides the common school branches the following studies are pursued in completing this course: Elocution, Physical Geography, Algebra, Rhetoric, Latin—beginning and two books in Caesar—Elementary Physics, Drawing, American and English Literature, Plane Geometry, Educational Psychology, and School Management.

The work of the Business Department consists of a thorough course in Shorthand and Typewriting, also business forms, business correspondence, English Grammar, Spelling, Commercial Arithmetic and Commercial Law.

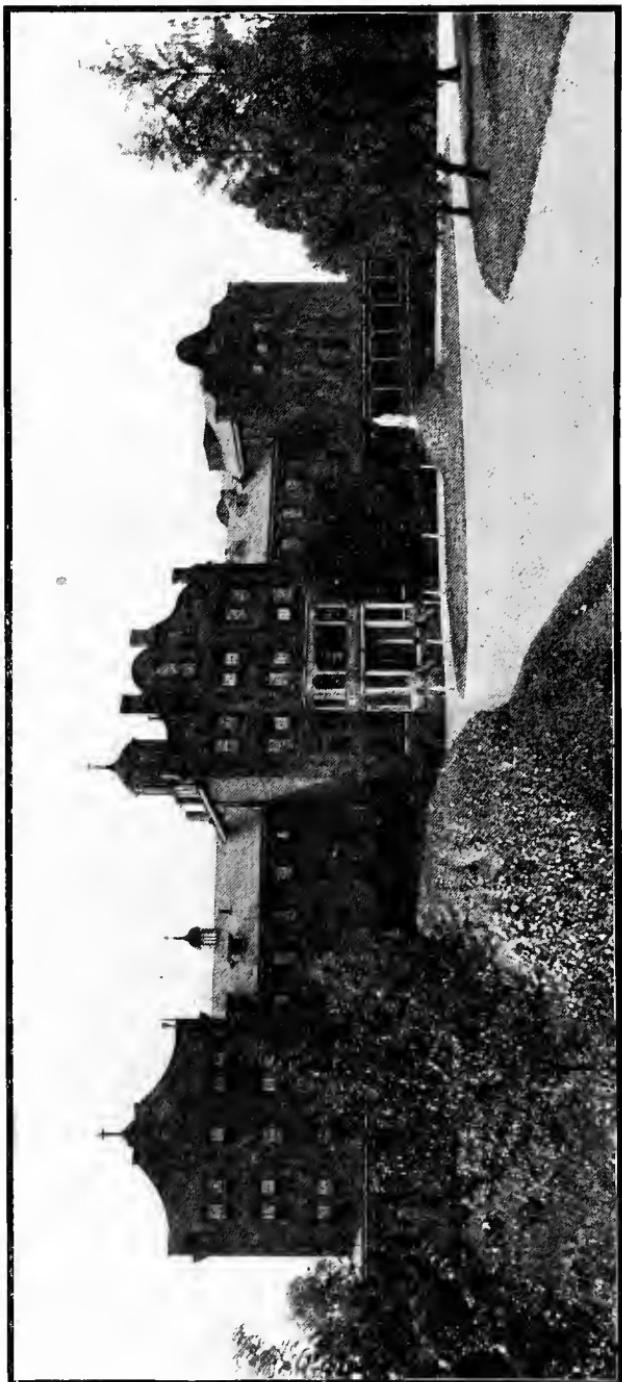
The work of the Music Department consists of instruction on piano, organ and voice culture.

The studies pursued in the Academic Course include all work required for admission to the West Virginia University. The purposes of this department are to give a general training for life and to lay the foundation for a classical education.

Several young people have graduated from this institution all of whom are now holding responsible positions. Besides these hundreds of young men and young women have prepared for teaching in the Normal Department, and are now engaged in school work here and there in the State.

Mount De Chantal

The institution which is now known as Mount De Chantal was founded in 1848 by Rt. Rev. R. V. Whelan and opened in the former residence of Mr. Henry P. Moore. A few years later it was incorporated under the title of "Wheeling Female Academy, in charge of the Sisters of Visitation, V. B. M." In conjunction with their academy the Sisters of Visitation also carried on a large day school in the southern half of the basement of the Cathedral. Here many of the good Catholic Mothers of families in Wheeling received their education. In consequence of the rapidly increasing number of pupils attracted especially by the talents of the gifted Sister Mary Agnes Gubert, who had charge of the music, it became necessary to provide more spacious buildings. In 1865 the academy was removed two miles beyond the city limits to its present beautiful site. The buildings were designed by Bartherger, one of Pittsburg's best architects, and erected under the supervision of Bishop Whelan. They stand on an eminence from which is had a view of a pleasant valley, skirted by hills and passed through in sinuous course by Wheeling Creek. The buildings are provided with all modern improvements necessary for the health, convenience and progress of the pupils. There is a library of six thousand volumes. The course of study pursued at Mount De Chantal is wide and thorough. The classes of the intellectual branches are in the charge of ladies who have devoted years of study to them and have had an equally extensive practice in imparting them to their scholars.



MOUNT DE CHANTAL

Therefore Mount De Chantal has kept even pace with the foremost rank of modern innovation; and in rule and discipline, in breadth of view and liberality of treatment she stands well ahead in the progressive host.

The curriculum offers the usual course in mathematics, physics and astronomy, for which are provided the necessary instruments and apparatus.

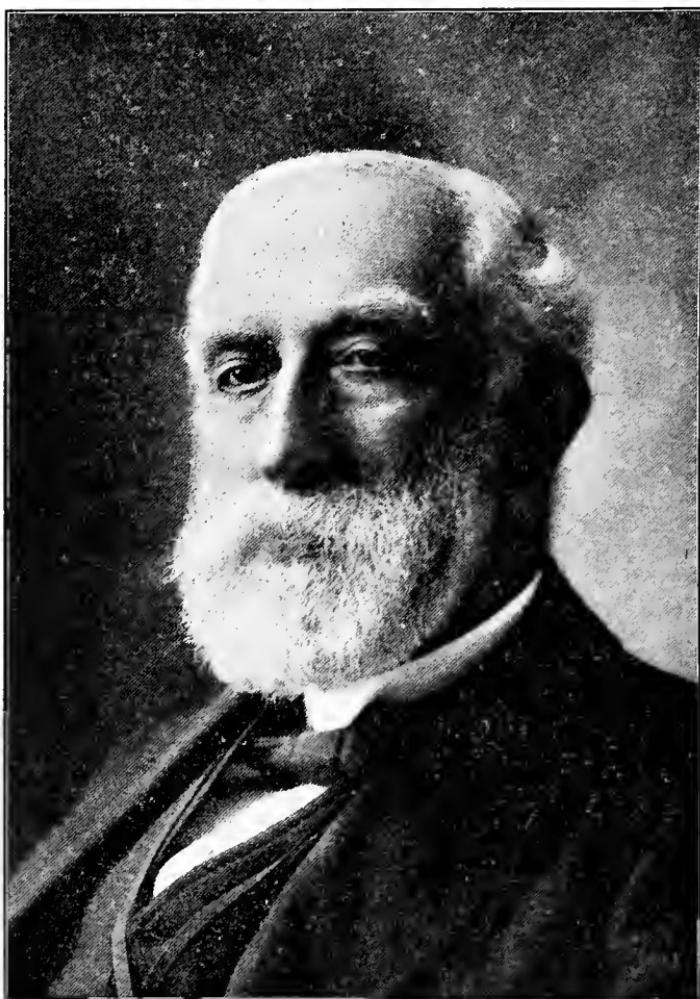
Mental philosophy, rhetoric, composition, literature, history and languages form the senior course of four years. These have been led up to by regular gradation through the preparatory classes.

The course in literature is most comprehensive and has been favorably compared with the post-graduate work at Cornell University. It consists of a critical reading of English authors from the earliest to those of our day; a discussion of the merits and faults, a criticism of their style and finally a written estimate of each author given from the standpoint of the pupil. The course in history is conducted on much the same principle. The library contains the works of the best writers in poetry, history, biography and fiction; in the reading room are current numbers of the best magazines.

Mount De Chantal claims to have established and maintained a School of Music second to none in this country. All branches of music are taught on the plan of the best classical conservatories, under the direction of able teachers.

Soirees—musicales are held every month at which the pupils are required to render both instrumental and vocal music without the aid of notes.

The government is eminently maternal. Autocratic command and constant supervision are substituted by a mutual confidence and a high regard for integrity and truth and the pupils are subjected to such discipline only as is essential to good order and the formation of the habit of self-control.



ALEXANDER L. WADE

For more than half a century Prof. Wade has been engaged in educational work. He has served as principal and superintendent of schools, and he originated the plan for graduation in country schools. His book on this subject entitled "A Graduating System for Country Schools," was widely circulated and the system adopted in many parts of the country. Other of his publications are "How to Make the Honeymoon Last Through Life," "Better English for Our Boys and Girls," and "Forty Schoolmasters Before the War," now in press.

INSTITUTIONS FOR THE EDUCATION OF COLORED YOUTH

The West Virginia Colored Institute

BY PRINCIPAL J. M'HENRY JONES

The problem of negro education is by no means a simple one. How to lift an ignorant and long neglected race to the plane of twentieth century requirements, fitting it for the complicated economic and moral duties of life, giving it the fibre to patiently contend for place amid the mad-dening competition of the business world; to lay bare the mistakes and follies of the first intoxication of long prayed for freedom and inspire with the spirit of real liberty and true citizenship millions of unfortunate, but native born Americans, challenges the sacrifice of the deepest thought and the truest patriotism.

In studying the question we must not eliminate from our calculation the fact that we are dealing with the children of a race scarcely a generation removed from slavery and around whom still clings many of the sad results of their parents' unfortunate past. In the minds of most of these children education and labor are distinct and opposite concepts. Education is associated with luxury and idleness, labor with ignorance and drudgery. To teach the nobility of labor and that the greatest usefulness and highest happiness are the handmaids of diligence is the mission of our school. In this work we must make haste slowly. We must guard against unfair standards of comparison and observe that the educational progress of a race cannot always be measured by a progress of things. Buildings and apparatus measure largely the progress of things but time is a very important element in ascertaining definitely what has been the ultimate progress of hand and mind.

The West Virginia Colored Institute, like the other agricultural and mechanical schools for the colored race, is a child of the Morrill Bill. This bill was approved by Congress August 30, 1890, and entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July 2, 1862."

By this act West Virginia was apportioned eighteen thousand dollars and by act of the Legislature, session of 1891, fifteen thousand dollars was given to the West Virginia University, and three thousand to the West Virginia Colored Institute, established by the same act. By the conditions of the act these sums were to be augmented until the Uni-

versity should receive twenty thousand dollars and the Institute five thousand dollars annually which sums would be the maximum.

Mr. J. Edwin Campbell, the first principal of the West Virginia Colored Institute, gives the following account of its establishment: "An appropriation of \$10,000 was made by the Legislature with which to purchase a farm of not more than fifty acres and to build a suitable building for such an institution. As the act provided that the institution should be located in Kanawha county it was first thought best to purchase the property known as "Shelton College," situated on the lofty hill overlooking the village of St. Albans. But the committee appointed, after investigation, reported adversely. It was then decided to erect at some suitable location a building.

Finally, thirty acres of level bottom land were purchased from Mrs. Elijah Hurt, near "Farm," on the Great Kanawha river. This land is a part of the estate left by Samuel Cabell, deceased. Upon this farm the Board of the School Fund erected a building.

Ground was broken August 25, 1891 and the corner stone laid Sunday, October 11, of the same year. The building was completed about the first of April, 1892 and was received by the Board of the School Fund on April 20th.

BUILDINGS

The main or academic building, which was the first erected, cost in round numbers about \$10,000. It was carefully planned and designed to meet the needs of modern education. Since its erection, the building has been considerably enlarged, and is now eighty-three feet long, seventy-six feet wide, and is in every way modern in its appointments. Besides an additional purchase of thirty-eight acres of land, a modern barn and five other buildings have been erected upon the Institute grounds. Three of these are built of brick and stone, the others are frame buildings.

MacCorkle Hall is a large and beautiful building, one hundred and six feet long and fifty feet wide and accommodates a hundred girls. Atkinson Hall, the young men's dormitory, rivals MacCorkle Hall in convenience and beauty. The A. B. White Trade School, the most commodious and by far the largest building connected with the school being two hundred and twenty-nine feet in its greatest length and one hundred forty-four feet in its greatest width, with ornamentations of stone and roofed with slate would be a credit to any institution. This building erected at a cost of \$35,000 and finished by the students of the school is intended to contain all of the industries for boys. If we except the Armstrong-Slater Trades School at Tuskegee this is the largest building of the kind in the United States, and without exception the best lighted and most convenient. West Hall, a large frame building, containing the library and the departments of agriculture and cooking and with the principal's home, a large and convenient frame building, constitute the buildings of the institution. All of these buildings are heated by steam and lighted with electricity.

ALUMNI

It is a well known fact that the worth of an institution is generally measured by the character of its graduates. The West Virginia Colored Institute has a pardonable pride in the work of the alumni who have issued from its walls. In all 110 students have graduated from the school since 1896, of these 69 are engaged in teaching; three are successful pastors, two are machinists, one an attorney at law, two are carpenters, two blacksmiths, six are dressmakers, and eight are pursuing a course of study at other schools. The remainder are leading useful lives. A casual glance at the above figures reveals the fact that by far the larger half of the graduates from our school have devoted their energies to teaching. This is true of the first graduates from nearly all institutions for normal and industrial training among the negroes. It grows out of the great demand among us for trained teachers. Many of these teachers, however, follow their trade during vacations from school duties.

THE COURSE OF STUDY

The course of study in the West Virginia Colored Institute with the exception of the dead languages discontinued by the Board of Regents sometime since, is the same as that which is pursued by the other normal schools of the State. In addition to the book work, every student who graduates from this school is required to learn some useful trade. To do this, it is necessary to divide the six grades of the school into two equal divisions; one half pursuing book work in the morning while the other half is in the shops and the various other departments. In the afternoon, the first half goes to the shops while those who were at work in the morning have book work in the afternoon. In this way the pupils are given equal opportunities for mental and manual training.

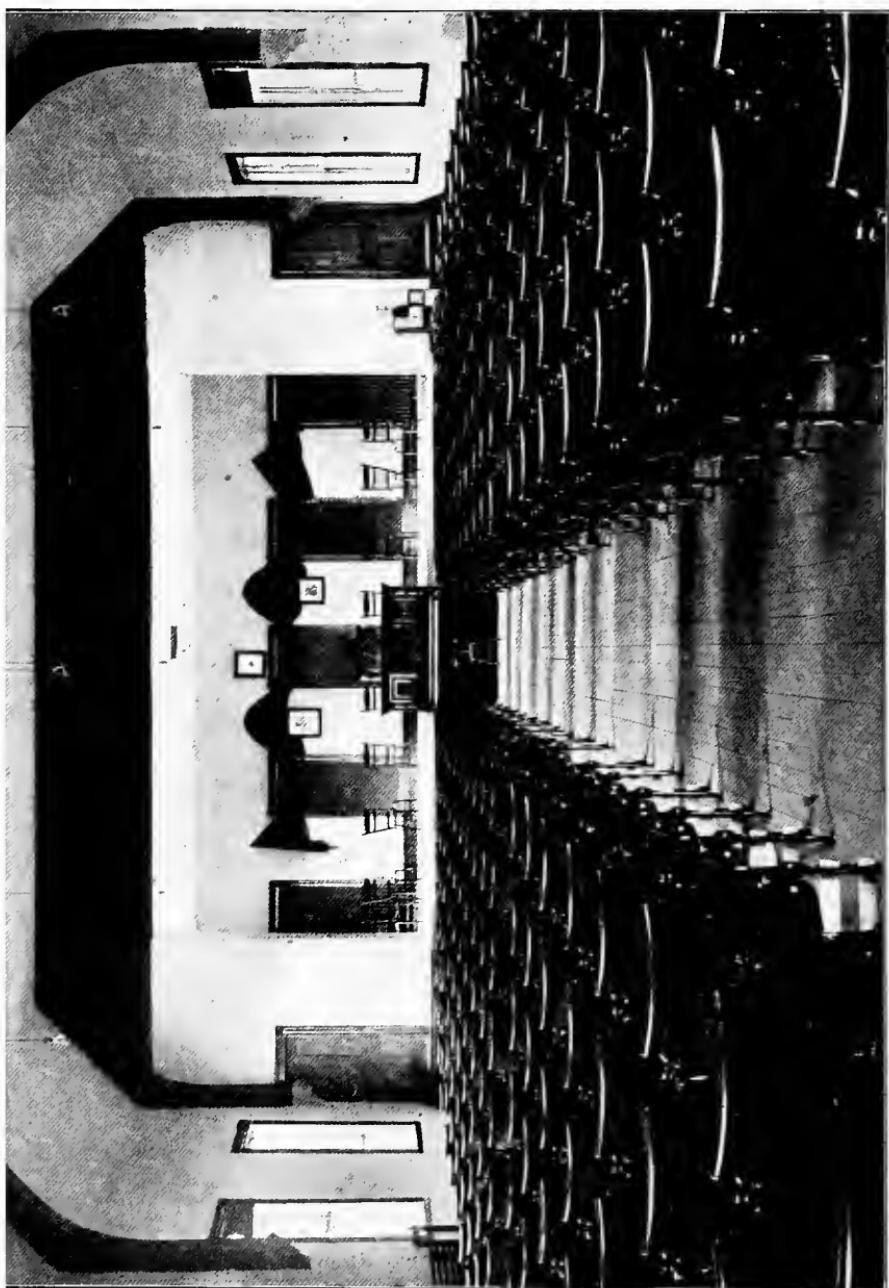
DEPARTMENTS

The school has six well equipped departments under the direction of seventeen teachers, viz: Normal, Agricultural, Mechanical, Domestic, Commercial and Musical. The Normal department has been previously discussed. In the Mechanical department smithing, wheelwrighting, steam-fitting, carpentry, wood-work, brick-laying and plastering, printing, and mechanical drawing are taught.

The Agricultural department besides giving a good course in scientific farming also offers to students entering it practical opportunities in dairying, poultry raising, stock judging, and general farm work.

The department of domestic arts teaches plain sewing, dressmaking, millinery, cooking, laundrying and housekeeping.

The commercial course designed to give the student a knowledge of business forms, besides giving a short course in book-keeping, has a excellent course in shorthand and typewriting.



HAZELWOOD ASSEMBLY HALL—WEST VIRGINIA COLORED INSTITUTE.

The musical department, besides giving instruction in sight reading, voice culture, and ear training, offers an excellent opportunity for instruction on the piano-forte. Pupils pursue the study of music in this school at a very small cost and with no extra charges for the use of the piano for practice.

MILITARY DEPARTMENT

Besides the well organized departments above mentioned, the State provides for the appointment of sixty cadets, who receive their uniforms, room rent, books and stationery free of charge. The course in this department is both theoretical and practical; the first includes recitations in drill regulations supplemented by lectures on minor tactics; army organization, administration and discipline; small arms, firing regulations, and other military subjects.

The practical course includes military drill and gymnastics, target practice, military signaling, marching and castramentation.

NUMBERS

The school at present has an enrollment of one hundred eighty-five students which is the largest in its history. This number fills the present dormitories too full for comfort. Students are in attendance here from six states; as we have said before, one hundred and ten graduates have gone forth from the institution, to say nothing of the large number who have gone into the field of life without finishing the prescribed course.

FACULTY

The following is a list of the members of the faculty: J. McHenry Jones, A. M., principal; James M. Canty, superintendent of industries; Byrd Prillerman, A. M., English; Charles E. Jones, natural science and history; M. Blanche Jeffries, matron; William A. Spriggs, carpentry; W. H. Lowry, commandant of cadets; Austin W. Curtis, B. A., agriculture; Mrs. E. M. Jones, music; Mrs. J. Madison Shaw, dressmaking; Miss Mary Eubank, millinery; F. J. LaMain Douglas, commercial branches; Bessie V. Morris, cooking; Ed. M. Burgess, printing; Sol. Brown, wheelwrighting; Joseph Lovette, bricklaying; Mrs. L. M. Froe, librarian, and W. S. Brown and W. H. Willis, practical farmers; R. L. Brown, engineer.

BOARD OF REGENTS

Our present Board of Regents is composed of the following members:
Hon. C. B. Scott, President, Bethany, W. Va.
Hon. Joseph Gray, Secretary, Elizabeth, W. Va.
Hon. J. M. Hazelwood, Treasurer, Charleston.
Hon. C. H. Payne, Huntington, W. Va.
Hon. Thos. C. Miller, Charleston, W. Va.

Hon. B. L. Butcher, Fairmont, W Va.
 Hon. B. S. Morgan, Charleston, W. Va.

INCOME

The income of the school is derived from two sources: (1) An annual amount of \$5,000 received from the Morrill Fund; (2) Legislative appropriation. The money received from the United States Government can be applied only to instruction in agriculture, the mechanic arts, the English language and the various branches of mathematical, physical, natural and economic science, with special reference to their applications in the industries of life, and to the facilities for such instruction. The State has dealt very generously with the West Virginia Colored Institute as the folowing list of appropriations will show:

1891.....	\$10,000
1893.....	14,000
1895.....	16,000
1897	29,000
1899.....	39,000
1901.....	66,000
1903.....	54,000
Total.....	\$288,000

The idea which has dominated the school from its beginning has been that thrift, education and religion were necessary to lift the negro to the full enjoyment of modern civilization and following out that original conception the school aims to teach the hands to work, the mind to think and the heart to love.

Bluefield Colored Institute

BY A MEMBER OF THE FACULTY

Bluefield Colored Institute, situated on a eminence of twenty-five hundred feet above sea level, overlooking the city of Bluefield, in the county of Mercer, West Virginia, was chartered February 28th, 1895, by the Legislature of West Virginia.

In the words of Hon. Virgil A. Lewis, "The Bluefield Colored Institute owes its existence to a desire on the part of the people of West Virginia to secure to the youth of that part of its population belonging to the colored race the facilities for obtaining such educational qualifications as will prepare them to become a part of that higher citizenship for which the State strives, and that they may be a part of that intellectual life which should keep pace with the material development of the State.

For the government and control of this institution, Hon. William A. MacCorkle, then Governor of West Virginia, appointed a Board of Regents consisting of the following persons: Hon. John S. Marcum, Hon. Joseph C. Brady, Hon. George M. Bowers, Hon. Virgil A. Lewis, State Superin-

tendent, and Senator William M. Mahood, who introduced the bill to appropriate the amount of \$8,000.00 for the purpose of establishing at the city of Bluefield a school having a normal and an academic course for the colored youth.

At a meeting of this board Professor Hamilton Hatter, an instructor in the Sciences and Languages at Storer College, was elected to the principalship of Bluefield Colored Institute, and Miss Mary M. Booze, a graduate of Hartshorn Memorial College, Richmond, Virginia, as assistant principal.

Tuesday at 9 o'clock on the morning of December 1st, 1896, with two teachers, eighteen pupils, in the chapel of the main building, which was the only one at this time upon the school premises of four acres, Bluefield Colored Institute began her mission, which is to help prepare the colored youth for higher citizenship.

Forced by failing to secure board and lodging for the pupils in the families of the community at a reasonable cost, as had been promised, Professor Hamilton Hatter purchased near the school grounds a house and lot, which he fitted up and used for the girls' dormitory and boarding hall. Miss Mary M. Booze was placed in charge of this little domicile of the girls; and Professor Hamilton Hatter and the boys appropriated one of the rooms of the main building to their use.

The center building, as shown in the cut, is a two-story brick structure, containing four spacious rooms. It was dedicated July 30th, 1896. By the liberal appropriation of the State Legislature, two years later, quite near the main building and on the eastern side of the campus, the erection of the girls' dormitory began. It is now completed and supplied with all the modern improvements, accommodating more than fifty girls. Westward on the grounds stands an ideal home for boys, a gift of the State in 1901. As are the other buildings, it is heated by steam, lighted by electricity and furnished similarly to the girls' hall. Northward, off of the campus, is a house of five rooms known as "Hatter Cottage," which preserved the embryonic existence of the Bluefield Colored Institute.

Next to the living instructors is a well selected library, and this school has more than one thousand and five hundred volumes. The leading journals, weekly and daily newspapers are found on the tables of the reading room of the students' halls. This institution is provided with physical and chemical apparatus, globes, maps and geological specimens.

By legislative enactment, Bluefield Colored Institute is vested with full academic and preparatory university powers. This institution gives thorough instruction in those branches, which are taught in the normal schools and the preparatory department of the State University.

The Department of Music, vocal and instrumental, has been carefully graded, and the methods of teaching are those approved by the leading modern instructors. Miss Lizzie O. Hopkins, who has charge of this department, has enjoyed the advantages of instruction and observation of methods in the Boston Conservatory of Music.

A course of instruction is provided for the girls in such practical

affairs as belong distinctively to woman's work. Every girl is taught the cutting and fitting of plain garments; the drafting and finishing of dresses. Miss Rebecca Ferrall, instructor in this course, is a graduate of the industrial department of Storer College and the McDowell Dress Cutting and Millinery Schools, Philadelphia, Pa.

The work in this school has been greatly assisted by the students' societies. The White Shield League, an organization of girls, has for its object ethical culture, to uphold the laws of purity. The Young Men's Christian Association, which was organized by Mr. W. A. Hunton, January 12th, 1900, indicates its purpose by its name. The Bible reading of this society has been conducted in succession by Professor Robert P. Sims, George W. Hatter and William A. Saunders.

For the training of the conscience and the will, the best instrument is the sacred scriptures, and to this end Bluefield, Colored Institute, at the beginning of its work, adopted the Bible as its reading book. The government of this institution is to help, not to hinder moral training.

1903 AND 1904

N. C. Brackett, Ph. D., President, Harpers Ferry.
Hon. Virgil A. Lewis, Secretary, Mason City.
Edwin Mann, A. B., Treasurer, Bluefield.
Prof. J. R. Jefferson, Auditor, Parkersburg.
Hon. W. M. Mahood, Princeton.
Hon. Thos. C. Miller, State Superintendent of Schools, Charleston.

LOCAL EXECUTIVE COMMITTEE

Hon. David E. Johnston, Bluefield.
Dr. John C. Hughes, Princeton.
Hon. H. W. Straley, Princeton.

FACULTY

Hamilton Hatter, A. B., Principal.
Mary M. Booze, B. S.
Robert P. Sims, A. B.
William A. Saunders, A. B.
G. W. Hatter.
Lizzie O. Hopkins.
Charles Warfield.

Storer College

BY HENRY T. M'DONALD, PRESIDENT

The tidal wave of battle had hardly subsided at the close of the Civil War before a strikingly different wave swept over the southland.

The north having freely given of its best blood and treasures for the maintainance of the Union and banishment of slavery with unparalled generosity volunteered to assist its late foe in retrieving their broken future by aiding in the establishment of schools for the newly freed negro. Churches and religious societies were the first to enduringly enter into the work. And in the somewhat imaginary divisions of the State among such organizations, the valley of Virginia was assigned to the Free Baptists. Such assignments to various parts of the South were made, that conflicting efforts might be avoided and more efficient work be done.

The Free Baptist denomiuation had always stood unwaveringly against the holding of slaves and so there was a peculiar fitness in the fact that the town, made famous by the heroic efforts of John Brown in precipitating the cause of freedom, should later become the headquarters of the work to be carried on in the freedmen's behalf.

During the last year of the war, Rev. N. C. Brackett had been stationed by the Christian commission in the Shenandoah Valley and had become quite intimately acquainted with the needs of the colored people. So it was most natural that he should be called to superintend the work about to be opened by the Free Baptists in West Virgina, and especially since he had been superintendent of schools for the Freedman's Bureau.

Storer College was founded through the munificence of John Storer, of Sanford, Maine. He signified to Dr. O. B. Cheney, President of Bates College, a willingness to give ten thousand dollars towards founding in the south a college for colored people. This gift was conditioned on an equal amount being raised by others in a limited time. The money was pledged and collected and Storer College was a reality.

The kindly interest and aid of Congress was sought and obtained through the efforts of Senator William Pitt Fessenden in the Senate, and the good offices of General James A. Garfield in the lower house. The College was granted the four large brick mansions formerly occupied by the Government officials in charge of the armory and arsenal. And in one of these, "The Lockwood," Storer College had its birth on Monday, October 2, 1862. It began with a faculty of two teachers and nineteen students.

Large numbers sought admittance, and urgent demands for new and more ample home accommodations for the men resulted in the erection of Lincoln Hall. The funds for its erection were apportioned by the Freedman's Bureau. A dormitory for young women was a necessity and through the generosity of a large number of friends directed by the generosity of the Free Baptist Woman's Missionary Society, Myrtle Hall was erected.

Anthony Hall, the central and largest building of the college group and named in honor of L. W. Anthony of Providence, Rhode Island, was the next building added. This is the recitation hall and in it also are the chapel and library. The Dewolfe Building, named in honor of Mrs. Mary P. Dewolfe, one of the college benefactors, is now used by the Department of Cookery. And now a fine, new Industrial Building is nearing

completion. In it instruction in carpentry, blacksmithing, canning, upholstery and painting will be given. Across the street from the college campus stands the Curtis Memorial Church.

The group of college buildings, well proportioned and sightly in themselves, and commandingly situated on Camp Hill made famous because of its having been used as a camping ground by United States troops for more than a hundred years.

Mention need scarcely be made of the magnificent water-gap, the historic Potomac, and the lovely Shenandoah, or the great tragic act which has made the town forever famous, or the situation of the college at the entrance of the eastern "panhandle" to show the importance and good fortune of its location.

Being the oldest school for colored people in the State, it has always been a potent factor in moulding the sentiment of the State to a healthy appreciation of the just deserts of the colored citizens in matters educational. For many years after the founding of Storer College the chief demand made upon the college was the training of teachers. And this demand was responded to. And the chief work of the school has always been the developing of leaders for the colored people. Teachers, doctors, lawyers, mechanics, nurses, and farmers are numbered among the sons and daughters of Storer.

As the needs of the times have changed and it has become apparent that normal work ought to be supplemented with the other work, Storer has changed her Curriculum. From her founding the school has stood by the theory that honest labor never degrades a man.

And so it has been very easy for the college to expand its work to include industrial training.

The State has shown her appreciation of the great work the school has done for the commonwealth at so small a cost, by making a small biennial appropriation to its current funds. The last Legislature made an appropriation to be used in payment for industrial training, and the college has secured funds enough to complete a roomy substantial building in which such instruction may be given.

The college at present, besides doing normal and academic work, has a department of music, a department of cookery, a department of dress-making, a department of practical gardening, and the industrial department. And each separate department is under the management of a well trained and competent head.

It is the purpose of the college to-day to develop the sterling qualities of manhood and womanhood, to give a reasonably broad and fair view of one's civic duties, and to well ground character in the basic principles of Christian living. The college in its larger future of usefulness will forever stand a monument to the unflagging zeal and self denial of Dr. N. C. Brackett, who during the first thirty years of this checkered career, wisely administered its affairs.

He was succeeded by Rev. E. E. Osgood; and Mr. Osgood was succeeded by Henry T. McDonald, who for five years has been President.

Development of the Colored School System

BY BYRD PRILLERMAN, PROFESSOR IN WEST VIRGINIA COLORED INSTITUTE

In 1862, the first school for colored children, organized in West Virginia, was established in Parkersburg by seven prominent colored men. It was known as a "pay school," but indigent children could attend it free of charge. It was merged into the free school system about 1867.

The first Constitution of West Virginia, adopted in 1863, provided for the establishment of free schools; but it made no reference to the colored youth of the State.

However, the Legislature passed an act, Feb. 26, 1866, providing for the establishment of colored schools in sub-districts containing thirty colored children between the ages of six and twenty-one years. The law further provided that these schools must have an average attendance of fifteen or be closed.

In 1867, this law was amended so as to require trustees and boards of education to establish and maintain colored schools in sub-districts containing more than fifteen colored youth of school age. This law remained in force until 1899, when it was again amended. And now we have the following special law in reference to colored schools: "It shall be the duties of the trustees of every sub-district to establish therein one or more primary schools, for colored persons between the ages of six and twenty-one years, and said trustees or board of education shall establish such school whenever there are at least ten colored persons of school age residing therein and for a less number when it is possible to do so."

When the Constitution was revised in 1872, it provided that white and colored persons should not be taught in the same school. About the same time, a law was enacted authorizing the State Superintendent of Free Schools to make arrangements with some school in the State for the normal training of colored teachers.

Graded schools have been established at Point Pleasant, St. Albans, Montgomery, Lewisburg, Eckman, and several other places. High schools have been established in Parkersburg, Wheeling, Huntington, Charleston and Clarkshurg.

From 1866 to 1892, Storer College, a denominational school at Harper's Ferry, was the only school in the State at which the colored youth could receive academic and normal training.

But through the efforts of Prof. Byrd Prillerman, A. M., and Rev. C. H. Payne, D. D., the Legislature established the West Virginia Colored Institute in Kanawha county, in 1891. This school was established to meet the requirements of the Morrill act of congress providing for the establishment of Agricultural and Mechanical Colleges.

In 1895, the Legislature passed an act establishing the Bluefield Colored Institute in Mercer county, with provisions for academic training.

In the summers of '90, '91 and '92, Prof. Byrd Prillerman and Prof.

H. B. Rice conducted a summer school for teachers, in the city of Charles-ton. This school was discontinued after the opening of the West Vir-ginia Colored Institute, as teachers were given an opportunity to review in the spring term at this institution.

On Thursday the 26th day of November, 1891, the colored teachers of this State met in Charleston and organized the West Virginia Teachers' Association. The Association meets annually on Thanksgiving Day. The present membership is eighty.

White and colored teachers are admitted to the same teachers' in-stitutes, but special institutes for colored teachers are conducted by one of their number at Storer College, the West Virginia Colored Institute, the Bluefield Colored Institute and the West Virginia Industrial School, Seminary and College.

The following interesting items may be found in the State Superin-tendent's report for 1902:

Number of colored school youth enumerated, for 1902, 11,976.

Number enrolled, 7,886.

Average daily attendance, 5,200.

Common schools	186
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Graded schools	17
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High schools	4
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Total number of public schools.....	207
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Whole number of colored teachers in the public schools for this year, 278. Total amount of salaries paid to these teachers for the year, \$55,-789.18. Average salary for the year, \$200.60.

There are colored schools in only 33 of the 55 counties of the State. And eight counties contain 137 of the 207 schools of the State as fol-lows:

Fayette county, 39; Kanawha, 25; Jefferson, Greenhrier, and McDowell, 14 each; Mercer, 13; Berkeley and Summers, 9 each.

Under the law, teachers are paid according to grade of certificate. The law fixes the minimum salary for first grade teachers at \$30 per month; second grade at \$25 per month, and third grade at \$18 per month. The minimum length of term is five months.

And it must be said to the honor of the school officials that absolute fairness is shown to the colored teachers both in the matter of exam-inations and salaries.

If a colored teacher holds a first grade certificate, he is paid the same salary as a white teacher holding the same grade of certificate. If a colored teacher has ten pupils he has as long a term as any other teacher in his district. For in the language of one of our State Superintendents, "West Virginia knows no such thing as black boys and white boys in the number of school days."

When one campares these conditions with the report of the State Superintendent of Georgia for 1902, the contrast is very marked.

According to his report, the average monthly salary paid white teach-ers that year was \$36.72, and that paid colored teachers, \$26.08. The high-



DISTRICT HIGH SCHOOL, FAYETTE COUNTY



WESTON PUBLIC SCHOOL

est average monthly salary paid first grade white teachers in any county of the State was \$60, and the highest paid first grade colored teachers was \$40.

The lowest average monthly salary paid third grade white teachers was \$13.93 and the lowest paid third grade colored teachers was \$10.

Colored Schools in Fayette

BY H. H. RAILEY

It has always been the desire of mankind to seek intelligence. This fact is true of all races, from Adam to this present time. Yet, there was a class of men, or a race of men who were denied the privilege of seeking intelligence through books; what they got came by induction. But as God fought for Israel, so He fought for this people, and won the battle in 1865.

After this time, schools were established in central places throughout the Southland for the education of Negro children. But, so great was the thirst for knowledge, that gray-haired, men and women could be seen winding their way to the "little log school house" on the hill.

These schools did not come simultaneously, but took years of hard work by Christian-hearted white men and women, who sacrificed home and friends to help raise fallen humanity to a higher plane of Christian civilization.

When these people look back over the past and see the fruits of their labor they can not help but say, "God be praised," for, from these schools, came doctors, lawyers, preachers, teachers and mechanics.

No State in the Union has been more liberal toward the appropriations for the education of the colored youth than the "Little Mountain" State, West Virginia. Space will not allow the discussion of the subject of higher education here, and, too, it will be found elsewhere in this book. But we will take up the work in this county (Fayette).

The first colored school established in Fayette county, was at Coal Valley, now Montgomery, 1879. This school was taught by Prof. H. B. Rice, now principal of the High School, Charleston, W. Va. Money was scarce, when this school was established, therefore the facilities for school purposes were poor.

Mr. T. H. Norman, who was instrumental in having the school established, let the Board of Education have one room of his house to use for school. This room had neither desk nor blackboard and charts and maps were unknown, so far as a colored school was concerned.

However, matters went this way for three years, after which the Board succeeded in renting a little log shanty from Mr. Montgomery, and in a manner fitted it up for a school. This lasted only one term of four months, for when the next term came around the school population

had out-grown the school house. Then, the church was rented to accommodate the pupils, until a school house could be built.

Now Montgomery can boast of a four room frame building with four competent teachers to foster the work. Mrs. Anna Banks, Mrs. C. H. Payne, Mr. Geo. Cozzens, Mrs. M. A. W. Thompson, Misses Saddie Howel, Julia Norman, L. O. Hopkins, Hattie C. Booze, Annie Parker, Lizzie Meadows, Rebecca I. Bullard, Mattie Payne-Trent, Prof. J. W. Scott, and Misses Lola M. Lavender, Nellie M. Lewis, Ida M. King and H. H. Railey, the last four are the present teachers, have taught the school the last six years.

The schools at Quinimont, Fire Creek, Hawks Nest, Stone Cliff, Nuttallburg, Sewell, Eagle, and Fayetteville, were established in their order named, under similar conditions to those at Montgomery.

D. W. Calloway, A. T. Calloway, Miss L. E. Perry, Mrs. Lizzie Davis, Miss Bertha Morton, Mr. James Washington, Mrs. F. Donnally Ralley, Mrs Hattie C. A. Washington, and Mrs. E. M. Dandridge, are among some of the older teachers in the county. Mrs. Dandridge, from point of service is the oldest teacher in the county. She has taught sucessfully every year for the last twenty years. She has lived to see Fayette county so develop in school facilities until it is second to no county in the State. All of the log houses have been replaced with nice frame buildings, well equipped with charts, maps, globes and in many places nice libraries. Every hamlet has a nice, comfortable school house.

The salary for No. one teachers raised from \$20 and \$25 per month to \$40 and \$45, and terms lengthened from three and four months in a year to five and six.

The county can also boast of an Industrial School, Seminary and College at Hill Top, near Red Star. This school is the result of ardent labor of Rev. R. J. Perkins. It is under the management of Prof. Thomas Jefferson, a man well qualified to fill the place. The school really fills a heart felt want in this county, and we hope that Rev. Perkins will live long and do much more for his people in this county.

The Eagle school has advanced from one little log shanty to a nice three room frame building, and well equipped for school work. Misses A. L. Norman, M. E. Shelton and Mr. E. C. Page are the present teachers and are doing good work for the county and State.

Prof. W. S. Johnson, our county superintendent, is the right man in the right place. He has done all that a man could do to put his schools on good bases

Huntington Colored Schools

BY J. W. SCOTT, ASST. PRINCIPAL

The colored schools of the city of Huntington began in the early seventies in a log house with Mrs. Julia Jones as teacher. Owing to the lack of funds and the limited number of pupils the school was placed

midway between Guyandotte and Huntington, both towns jointly supporting it.

For several years the character of the work did not rise above the level of a district school. It was not until 1882 that any marked improvement came to the school. In that year a second room was added and Mr. W. F. James assisted by his wife, Mrs. Susie M. James took charge.

He proved to be an efficient, a progressive and an inspiring teacher. He graded the school, introduced monthly report cards with a system of regular promotion. In four years' time he had organized a first class grammar school. He went further. His advanced class having finished the English branches took up algebra. The work was too heavy for one. His health broke down and he was finally obliged to give up his position before that term ended. His health grew worse and death followed in a few weeks.

A distinguished educator remarked upon seeing a company of pupils weeping over the dead body of their teacher: "I would rather have such a loving tribute when I die than the most ornate panegyric." Whether his wish or not such at least was the tribute paid Mr. James by his pupils many of whom have since graduated from other schools, but who still remember him as the chief inspiration of their life.

The schools continued to advance under his successors, Mr. Ramsay, Mr. J. B. Cabell and then Prof. W. T. McKenney, who served the people eight years. Under his principalship the Douglass school was erected.

This building is a two story brick of six rooms and a basement. It is erected on a lot with ample play grounds. It has water works on both floors and is heated by gas furnaces. It has the Smead system of ventilation. The rooms are large, well-lighted, well-seated, and well supplied with apparatus. The building and lot cost about \$14,000.

The erection of this school marked a second stage in the colored schools here, for in that year, 1892, the first class of graduates was turned out. Two more classes were graduated between that time and 1897, when Mr. McKenney resigned.

He was succeeded by Prof. C. H. Barnett, who raised the high school course and brought it on a par with the other high school. He organized classes in Latin and German. Classes have been graduated regularly ever since from a four years' course of study.

Seven classes in all have come out numbering thirty graduates—fifteen young men and fifteen young women, nearly all of whom are doing well in life.

Prof. Barnett was followed by Mr. Carter Woodson as principal. The school has always had a strong corps of subordinate teachers. Deserving of especial mention are Mrs. James, now deceased, who was the primary teacher fourteen years, and Miss Leota Moss, who was the grammar teacher six or seven years. Besides these may be mentioned Miss Mary F. Norman, Miss Bertha Morton, now deceased, and Miss Frances Morton.

The present enrollment of the school is 270 and additional rooms and teachers are needed. The present teaching force consists of the following:

Prof. R. P. Sims, Principal High School.

J. W. Scott, Assistant Principal.
Miss Mina Stewart.
Miss Georgia E. Scott.
Miss Josie M. Barnett.
Mrs. Sara A. Wilkins.
Mr. E. A. Viney, Music Teacher.

Parkersburg Colored Schools

BY J. RUPERT JEFFERSON, EX-PRINCIPAL

The history of the colored schools is unique in at least two particulars: The first free schools in the city of Parkersburg were for colored children and supported by the private funds of colored men; the first public schools south of Mason and Dixon's Line for colored youth were in this city. These two statements, according to the best evidence at hand, seem to be settled beyond question.

On the first Monday in January, 1862, a number of the best colored men in this city met to devise ways and means for the instruction of colored children. An organization was perfected, a constitution and by-laws framed. A board consisting of Robert Thomas, Lafayette Wilson, Wm. Sargeant, R. W. Simmons, Charles Hicks, William Smith and Matthew Thomas was elected to carry out the provisions of the organization. A school was established to which all colored children were admitted. Those who were able to pay it were charged one dollar a month tuition, but those who were not able were admitted free. Among the first teachers were Sarah Trotter and Pocahontas Simmons, both colored, and Rev. S. E. Colburn, a white man. The first school enrolled about forty pupils. From that time to the present, the colored youth of this city have enjoyed school privileges.

In the Weekly Times, a paper published here of date June 7, 1866, appears the following notice:

"The first public free school for the colored children of the city of Parkersburg, West Virginia, was opened in the school ward lately removed. All colored children over 6 years of age and under 21, as the law directs, are at liberty to attend and are requested to do so. Rev. S. E. Colburn, Teacher."

With this notice probably dates the beginning of the public schools for colored children under the provisions of the Constitution of the State, a time four years later than when colored schools began. After this the organization formed in 1862 ceased to exist and the colored schools have been under the same Board of Education as the white schools.

The last session of the colored schools under the original plan ended with a school exhibition, in 1866, by colored pupils in Bank Hall under the charge of the teacher, T. J. Ferguson.

The colored schools struggled along overcoming many obstacles for ten

or more years, when, with the appointment of a superintendent for all the schools, the course of instruction was improved, the work of the teachers inspected and the schools placed upon a better footing.

For some years the colored schools have had, so far as text books, supervision and course of instruction are concerned, the same opportunities as the white schools. The improved condition in the colored schools is generally recognized. After completing the same primary and grammar course as in the white schools, the pupils take up algebra, general history, geometry, civil government, physical geography, physics, rhetoric and literature. A general review in the advanced work of the common branches is also given, and when the course is completed a teacher's certificate or a diploma is given, as the Board of Education may determine.

For several years the High School for colored youth in this city was the only one in the State. The first class was graduated and given diplomas in 1887 and every year since then except 1890 and 1892 there have been graduates. The total number of graduates is 23.

The colored school building is a brick structure of four rooms, on Avery street near Tenth. The building was originally two rooms, but was enlarged in 1883 to its present size.

The teachers of the colored schools are subject to the same regulations and enjoy the same privileges as the white teachers. With the exception of the principals of the building, the colored teachers have been for years selected from home talent and several of the teachers have been graduates of the High School.

As has been stated, the original plan of the schools changed in 1866 during the administration of T. J. Ferguson, a man who was at that time a leading character, not only in educational circles, but in the politics of the country, justly ranked with Bruce Langston, Lynch, Small, and Douglass, that brilliant coterie of colored men who in their day and generation laid the foundation for the enjoyment of the fuller opportunities which the colored people of the nation possess to-day.

The work of J. L. Camp extended through a period of about eleven years. During his administration there were but few if any of the higher branches taught. He was a man of sterling character and though long since passed to his reward, his work is still going on and he is still remembered by the community in which he spent so many years of faithful toil.

"The Sumner High School," by which name the school is now known, was established in 1886. A. W. Peques, of Richmond Theological Institute was its first principal. He was a man of many scholarly attainments and an excellent teacher. He remained but one term, however, resigning to accept a chair in a university of North Carolina. He has since become an author of considerable note. He was succeeded by T. D. Scott, of Wilberforce University, who remained in charge five years and succeeded in building up a strong course of study. He resigned in 1892 to accept the chair in natural sciences at his alma mater. Mr. Scott was fol-

lowed by C. H. Barnett, of Denison University, who remained but one year. He in turn was succeeded by John R. Jefferson, of Pomeroy, who took charge in the autumn of 1893. He held the position for *nine* consecutive years. During his administration the enrollment reached its highest point, and the school was in a flourishing condition. He resigned in 1902 to accept an appointment at the hands of the Hon. Wm. M. O. Dawson, Secretary of State of West Virginia, which position he now holds. Mr. B. S. Jackson, of Howard University, Washington, D. C., was then elected principal and at this writing is still in charge.

During the existence of Sumner High School about thirty young men and women have graduated, of whom the following deserve especial mention: Harriet Robinson, Bernardine Peyton, Ernestine Fountaine, and Grace Julius, all of whom are now teachers in the school. Lawrence Jones, who is in the Postoffice Department, Chicago, Ill., Arthur Barker, who is a mail carrier at Lima, Ohio, Ardelia Wilson, who has since completed the normal course at West Virginia Colored Institute and is now teaching at Sistersville, Jane Madison Shaw, teacher of domestic science at West Virginia Colored Institute, Chas. Jones, who is now practicing law in Parkersburg, Jas. Edmondson, who is doing a nice business as merchant at Parkersburg, and a number of others whom space will not permit me to mention.

The future of the colored schools seems no less bright than that of the other schools and the education of the colored race promises as successful results in this city as anywhere else in the United States.

Bluefield Colored Graded School

BY R. F. DOUGLAS, PRINCIPAL

The first public school for colored youth in the town of Bluefield was begun in 1890. A small one-room building constructed of logs and situated in what is known as the Jonestown suburb, afforded a school house. In these narrow confines Mr. A. J. Smith and Mrs. L. O. McGee taught school for two terms of five months duration each.

The school equipment was very poor. The heating, the ventilation, the play-ground were at marked variance with the general rules of school hygiene.

The following year the school was moved to the Cooperstown suburb to an oddly constructed, poorly situated two-room building, but in some respects an improvement upon the first edifice. I regret to record, however, that there was no play-ground, the building occupying a plat of ground scarcely two feet larger than that covered by the foundation. There were dwelling houses on either side, before and aft. The pupils and dwellers hard by were in frequent entanglements, to settle which in a manner satisfactory to all would puzzle the most astute Justice of the Peace. Here the school was continued for several years. The teachers were Mr. S. W. Patterson and Mrs. E. O. Smith.

While these events were transpiring North Bluefield was acquiring a colored population of considerable size. A petition to the Board of Education met with favorable consideration and a two-room building was erected. Later school was begun in one room of this building with Mr. P. J. Carter as teacher and an enrollment of thirty pupils. A year or two later the Cooperstown building caught fire and was burned to the ground. This unfortunate occurrence left the colored people without sufficient buildings for the rapidly growing population. Accordingly two rooms more were annexed to the building in North Bluefield and the outlook for a prosperous school year was very promising, but the hopes of the people were shattered when they awoke on the very morning school was to begin and found the newly completed building a mass of smoldering ruins. To meet the emergency the Board of Education secured an old building across town which had been used in turn as a bar, a pool room, and a court house. The next year two rooms in our present building were secured for school purposes. The school now had four teachers as follows: Messrs. H. Smith and T. P. Wright and Mesdames Lane and E. C. Smith. The enrollment was 125. An effort was now made at grading the school. The following year Mr. Smith was replaced by Prof. W. A. Saunders and Mrs. Lane and Mr. Wright were replaced by Misses H. W. Booze and R. A. McDonald. Prof. Saunders remained one year and was followed by Prof. G. W. Hatter, who was followed by Mr. R. F. Douglas, the present principal, the corps of teachers remaining the same.

No account of the Bluefield Colored School is complete without making fitting mention of the building now used for a schoolhouse. The writer makes bold to say it is beyond his descriptive powers to fittingly describe it. The building is of brick primarily intended for a store room and dwelling. There are four rooms, two above the surface of the earth and two below. There is no plastering or ceiling of any kind on the inside walls and there is not a partition worthy of the name in the entire building. Dilapidated benches and old rickety desks answer as seats. The only thing the school possesses in the way of equipment is one eight-inch globe. Doors are without fasteners and otherwise sadly in need of repair. The entire building is cold and the two underground rooms are damp and unhealthy.

The corps of teachers, however, are in marked contrast to the general state of affairs surrounding the school. Be it said to their credit that they are earnest and capable. The people are looking forward to better conditions in the near future.

Our present enrollment is 181 with pupils advanced as far as the 6th grade.

Charleston Colored Schools

BY FANNIE COBB, TEACHER IN GARNETT SCHOOL

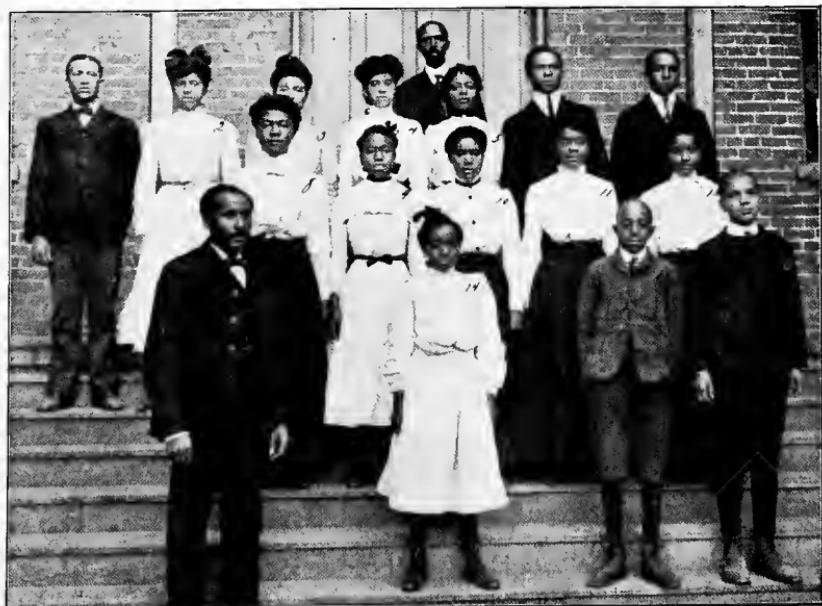
The first free school opened in Charleston was opened on the bank

of Kanawha river in a cellar, in the spring of 1866, with Miss Lucy James as teacher. The school continued only two months, the funds being exhausted.

In the fall of 1867 Rev. and Mrs. Sharp (white) sent out by the Freedman's Bureau, assisted by Rev. Chas. O. Fisher had charge of the school. Rev. Fisher assisted by Miss Ladonia Simms took charge of the school in 1868 and continued till 1869. In the spring of '69 Rev. Flsher being a minister of the Methodist Episcopal church was given a new pastorate by the conference and Miss Simms took charge of the school with Mrs. Lucy James Clark as assistant. In 1870 Mrs. Clark's service as teacher was continued with Rev. J W. Dansbury as assistant.

In 1871 William Davis, teacher of the first school for colored youth in Kanawha county, became principal assisted by Rev. Dansbury. The school was then removed to a two-room building on Quarrier street and had an enrollment of about a hundred pupils.

The next year Miss Janie Bullard took the place of Rev. Dansbury as Mr. Davis' assistant. Miss Bullard was a splendid teacher and was well qualified for her work, being a graduate of Hampton Institute and later a student in some of the Massachusetts schools. In 1873 Mr. Henry C. Payne was added to the corps of teachers. Mr. Payne was also a graduate of Hampton Institute and was for a number of years intimately connected with the educational work in West Virginia. Mr. William Davis remained in charge of the schools of this city for 31 years with one or two exceptions. The school continued to grow in numbers an inter-



GARNETT HIGH SCHOOL CLASS, CHARLESTON

est and each year one or more teachers have been added until there are now two large brick buildings with modern conveniences and appliances, located in convenient parts of the town where nearly three hundred children are being instructed by twelve competent teachers. The "Garnett School", named in honor of Henry Highland Garnett, contains eight rooms. "Washington School", named in honor of Booker T. Washington, recently built on the most modern plan, contains four rooms.

Mr. H. B. Rice is the principal of the "Garnett" building and Mr. G. L. Cuzzens is the principal of the "Washington" school.

For several years the Garnett School graduated its pupils when they finished the grammar grade work; but now a full high school course of four years work is established in which the following subjects are taught: English and American Literature, Higher Algebra, Physical Geography, Latin, English History, Rhetoric, Civics, Bookkeeping, Zoology, Botany, Geometry, Ancient History, Physics, Chemistry, Mediaeval and Modern History, Psychology, Geology, and Astronomy.

The laboratories are sufficiently furnished to make the necessary experiments in both Physics and Chemistry. This department also has a piano and is establishing a library of well selected books.

There are twenty-three pupils in the High School and Carrie B. James, who will graduate this year, will be the first graduate. This class of 1904 will be followed by a class of five. The High School is taught by C. W. Boyd and John F. J. Clark. Mr. Boyd who organized this department, is a graduate of Wilberforce University and has taken a special course in the Ohio University.

When we compare the schools of to-day with those of nearly forty years ago, there is a marked improvement, and the most important change is not in the one that first attracts us, that of larger number of pupils and the large expenditures each year for better building and conveniences, but in better, more thoroughly qualified teachers. Slowly there has been developed in the public mind a new idea of education as a process of the conditions necessary to its successful progress. The intelligent public has been made to see that it can not afford, for its social safety, to neglect any class of its members. So means of education have multiplied in number and variety to meet the needs of all classes as fast as these needs are discovered. West Virginia has always provided liberally for the education of its colored youth and the public schools of Charleston have not been an exception.

Clarksburg Colored Schools

BY J. W. ROBINSON, PRINCIPAL

The following is a brief sketch of the Colored Department of what is known as Clarksburg Independent School District of Harrison county, West Virginia.



WATER STREET SCHOOL, CLARKSBURG

At a meeting of the Board of Education of the above named district July 15, 1868, a bid of \$1147 was accepted for the erection of a one-story brick building to be used as a school building for the freedmen of Clarksburg Independent School District. The building was completed in time to be occupied at the beginning of the school year of 1870.

To meet the demands of a growing population and to afford educational facilities commensurate with the advancement of the present age, the Board of Education at a regular meeting in 1900, arranged for the erection of a three-story brick building upon a lot which had been purchased on Water street. The building and equipment when completed cost almost if not quite \$20,000. The contract of this building was awarded Mr. C. D. Ogden, a colored contractor of Clarksburg. The building contains six recitation rooms, an office, an assembly hall, and four large basement rooms, and is provided with all the modern conveniences. This building was occupied in January, 1902.

The course of study contains eight grades of common school branches and three years of high school work. Those who complete the high school course are given diplomas, upon the approval of the faculty and the Board of Education.

The first class to graduate from the high school department was in 1895. During the succeeding eight years six males and twenty-two females have been granted diplomas.

The colored schools are under the same management and control as the white schools.

At present there are five teachers, including the principal. The school is in session for nine months.

The following is a list of the principals:

Charles Ankrum, 1870-1873.

Miss J. A. Riley, 1873-1874.

G. F. Jones, 1874-1876

W. B. Jones, 1876-1878.

M. W. Grayson, 1878-1889.

J. S. Williams, 1889-1891.

C. W. Boyd, 1891-1892.

Sherman H. Guss, 1892-1901.

Professor Sherman H. Guss was succeeded by the present principal.

The present enrollment of the colored school is about 200 pupils.

The colored school library contains 337 books classified as follows:

Fiction, 135.

Music, 10

History, 80.

Poetry, 30.

Reference, 37

Science, 10.

Travel, 35.

Point Pleasant Colored School

I. LEONARD SCOTT, PRINCIPAL

The Point Pleasant colored school was organized in 1867, by Mr. Eli Coleman, who is still living in the town. Mr. Coleman taught seven years. School was then held in a little frame building, consisting of one room, situated at the extreme east end of Sixth street. This building now serves as a dwelling house. The enrollment was 64 pupils, some of whom were men and women.

Many years later, as the town grew larger, the school district became independent, and as a result, the schools were made better. Then the school was controlled by a Board of Trustees,—two white men and one colored man (Jas. Jordan, Sr.) Now both schools are under the supervision of a Board of Education, consisting of a president and two commissioners elected every two years.

The following are the names of some of the earlier teachers: Mr. Browner, Mr. J. H. Rickman, now principal of the Middleport, O., colored school; P. H. Williams, Misses Lillie Chambers, Florence Ghee, Fannie Smith, Lida Fitch.

In 1885, two teachers were given the colored school—L. W. Johnson, principal; Miss Hattie C. Jordan, assistant, Mr. Johnson taught until 1890, when Miss Luta Freeman was elected principal with Mr. Samuel Jordan, assistant. They taught one year. Prof. J. Edwin Campbell was next placed in charge of the school. While he was principal, the new white school building was completed and the four-room, two-story brick, vacated by the white pupils, was given over to the pupils of the colored school. It was then named "Langston Academy" in honor of the Hon. John M. Langston, one of the greatest scholars of the negro race.

Miss Ida Wilson, of Gallipolis, O., succeeded Prof. Campbell as principal, Miss Hattie C. Jordan, being assistant.

Prof. F. C. Smith, the next principal, turned out the first graduating class in the year 1895. The school now had three teachers.

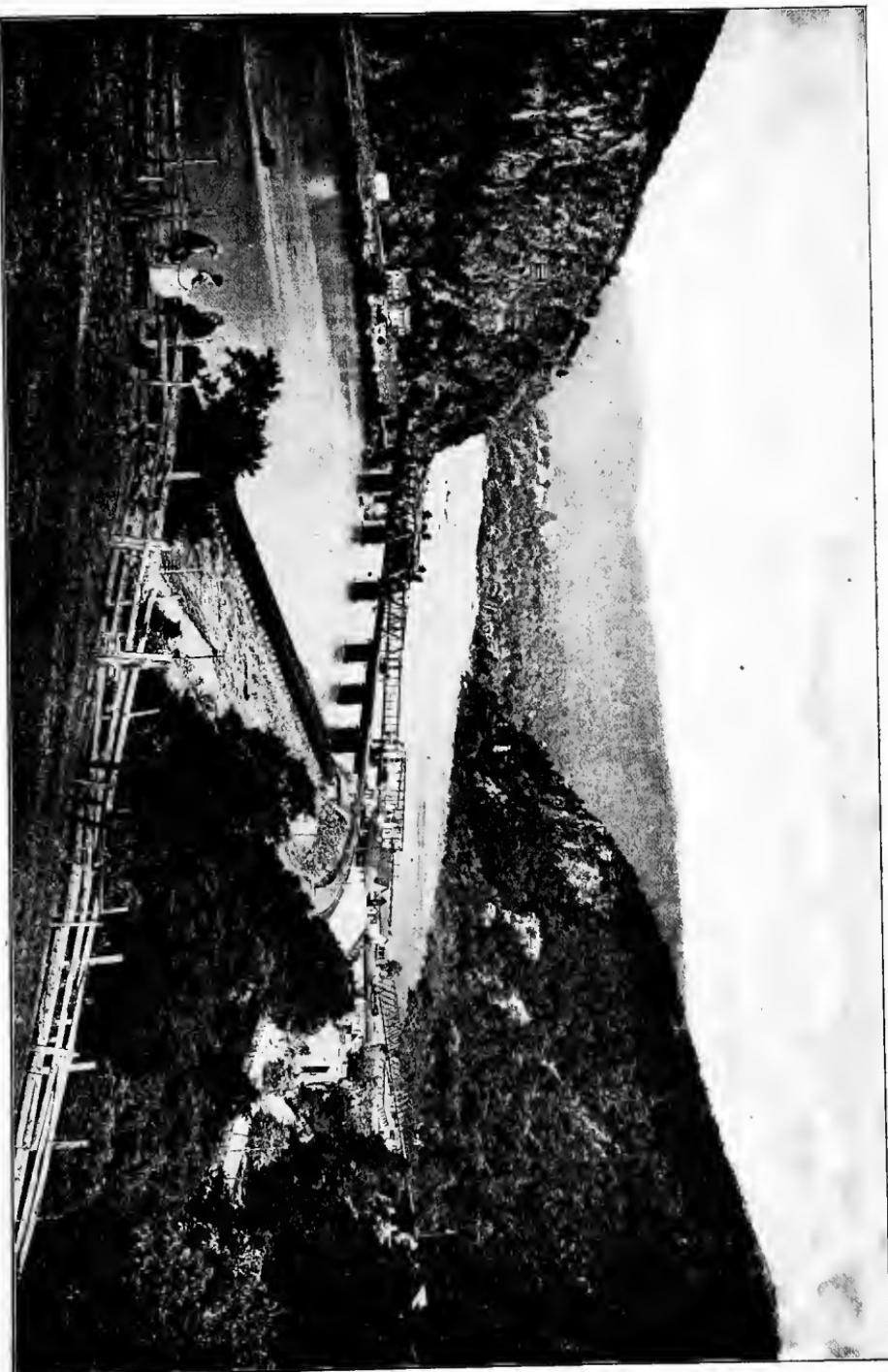
Prof. A. W. Puller, the next principal, served from 1897 to 1900 His assistants were Misses Hattie Alexander and Bessie Jordan.

Prof. R. W. White, with A. B. Reed and Miss Bessie Jordan as assistants, turned out the second graduating class in 1902.

In 1902 Prof. I. L. Scott was elected principal, with Misses Hattie C. and Bessie S. Jordan as assistants. Under the present administration, the building has undergone extensive repairs, and another year has been added to the high school course.

There will be a class of seven to graduate in 1905.

The schools of Point Pleasant are on as good a basis as any public schools in the State.



HARPER'S FERRY, AS SEEN FROM BOLIVAR HEIGHTS, BALTIMORE AND OHIO RAILROAD



THE MAMMOTH MOUND, MOUNDSVILLE, MARSHALL COUNTY

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